



Class PE IIII

Book 268

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AN INTERMEDIATE COURSE
IN
ENGLISH

BY

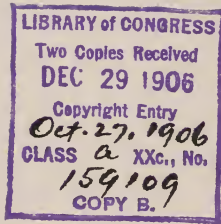
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Assistant Commissioner of Education of Porto Rico.

1906

HINDS, NOBLE AND ELDREDGE
NEW YORK PHILADELPHIA

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a.m.p., Feb. 7, 1911

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ROLAND P. FALKNER,
Commissioner of Education.

INTRODUCTION.

This Intermediate Course has been prepared for the use of Porto Rican teachers who have completed the elementary course in English prescribed by the Department of Education. It is assumed that those who study it are already familiar with the elementary book, "Lessons in English."

The lessons here presented consist of selections for reading, and a series of exercises based upon the selections. In each lesson English words which have not been used either previously in this book or in "Lessons in English" are printed in **full-faced type**. A complete vocabulary of these words appears at the back of the book. In this vocabulary are also included many of the less commonly used words which have been given in "Lessons in English," and the most important irregular verbs, with their principal parts.

Each lesson presents sufficient material for one week's work. The reading matter has been selected with a view to introducing a fairly complete vocabulary under each topic, together with considerable colloquial discussion. To this end much of the matter has been given in conversational form, only a few of the selections having been chosen for literary merit. Each selection should be carefully read by every student of the book, and errors in pronunciation should be persistently corrected by the teacher of English.

The real work of the course is found in the Exercises,

which the author has attempted to make as varied and comprehensive as possible. While all the exercises — except the first given in each lesson, for phonic drill — are for home study and may be presented in writing, in the class all the work indicated should invariably be done without reference to that previously written.

The greater number of the exercises for phonic drill are based upon the vowel sounds, words being given in which the vowels have identical or similar sounds. The Standard Dictionary is used as authority in questions of pronunciation.

The exercises for oral or written composition form perhaps the most important part of each lesson, but they do not exhaust the possibilities for topics for conversation and composition. Other similar topics may be suggested by the teacher. At every session of the class the teacher should devote a portion of the time to inducing such independent work on the part of every student.

All other exercises are sufficiently explained in the text.

No grammatical rules or exercises have been included in this work. They have been deemed unnecessary in view of the fact that the elements of English grammar have been given in the preceding book of the course, and that for advanced work it will be more profitable for students to consult the text-books authorized for use in the public schools.

Teachers who are studying this intermediate course in English should continually make much use of that language in their school rooms. The various class-room orders and directions to the pupils may from the first be given in English, and the use of these constantly recurring expressions will aid both teachers and pupils in acquiring other and more difficult expressions.

The following class-room orders have been for the past year employed in the schools of San Juan, the list* having been prepared by Mr. Leonard P. Ayres, our present General Superintendent, when he was Superintendent of the district of San Juan. They may well be adopted by all our teachers.

CLASS-ROOM ORDERS AND DIRECTIONS IN ENGLISH.

Call the roll in the morning and have each child answer "Present."

Stand.

Be seated.

Face front.

Sit still.

Stop talking.

Take good position.

Raise your hands.

Stand in the aisle.

Do not lean on the desk.

Open your books.

Close your books.

Hold your book in your left hand.

Take your books.

Put away your books.

Put your books into your desks.

Put your pencils, erasers, books and papers in their places.

Who can tell me? Raise your hand.

* The list here given varies slightly from the San Juan list.

You may leave the room.

Do not whisper.

Take the chalk.

Write on the black-board.

Take an eraser.

Clean the black-board.

Write a sentence on the board about _____

Erase the sentence.

.

This book has been written in the midst of many distractions, and it cannot be hoped that it will not be found to contain many imperfections, but the author trusts that it will prove a practical aid to our teachers in their study of the language of the nation.

Mr. Francisco Zuazaga, of the Insular Normal School, whose advice was found of such value in the preparation of the first book of the course, has rendered equal service in connection with the Spanish work of the present volume. Among other friends who have given valuable suggestions and assistance, Mr. E. N. Clopper, Principal of the Central High School of Porto Rico, Miss Katherine B. Heller and Miss Consuelo A. Davidson, of this Department, have been especially helpful, and the author takes pleasure in acknowledging his obligation to them.

San Juan, Porto Rico,
September, 1906

An Intermediate Course in English

LESSON I.

SELECTIONS FOR READING.

THE MAN WITH A NEW IDEA.

About four hundred years ago a sailor went to Spain from his home in Genoa. He had a new idea. He believed that the earth was round; that belief does not seem strange to us, but people at that time thought it very strange. Almost everybody laughed at the Italian and called him a **foolish fellow**.

"Have you not eyes?" they said. "Then you have only to open them and look about you to see that the earth is as flat as the top of a table."

"You think it is flat," he answered, "and indeed it does have that **appearance**. But I know it is round, and if I only had a good ship or two and some brave sailors, I would prove it to you. I would sail to the west across the great ocean and come to India, which is on the other side of the great round world."

"But everybody knows that India is in the far East and one can go there only by a dangerous voyage on the Mediterranean Sea, and long journeys across the great **deserts**. You might as well try to get to the moon by going down a **deep well**!" said the people who thought they were wise.

"But you don't **understand** me," said the Italian, "Here

is an apple. Let us **suppose** that it is the earth. I put a pin on this side and call it Spain. On the other side I put another pin and call it India. Now suppose a fly lights on the apple at the place which I call Spain. By going toward the **right**, or **eastward**, he can **reach** India with no trouble; or by going toward the **left**, or **westward**, he can go there just as **easily** and really in a shorter time. Do you not see?"

"**Certainly** we can see the apple," answered the wise men, "and we can **imagine** that we see the fly. But if the earth is like an apple, why does not all the water in the seas and the great ocean run off at the lower **end**? Or suppose there are men on the lower side of the earth — how could they walk around with their feet up and their heads down? Are they like flies?"

And so the wise **doctors** laughed at the idea and dismissed the whole matter. They said it was not **reasonable** and they would not talk about it. But the Italian sailor did not give up his theory. He knew that other men had believed the earth to be round, but nobody had proved the truth. He hoped to prove it by sailing westward and so reaching India. **Still** he had no ship, he was very poor and his few friends were not able to give him any **help**.

"My only hope," he said, "is to **persuade** the king and queen to give me a ship."

But this was a **difficult** thing to do. Spain was the most powerful country in Europe, and the poor sailor had no friends among the great men at the king's **court**. He tried again and again to see the king, but he did not succeed. Still he did not give up, and at last a wise **priest**, Father Pérez, who had listened to his theories, began to believe that they might be true, and he persuaded the queen to send for the sailor and to listen to his strange **plan**.

“You say that if you had ships and men you would sail to the west and discover new lands on the other side of the great ocean,” said the queen. “What reason have you to believe that there are any such lands?”

“My reason is that, since the earth is round like a ball, China and India must lie on the other side of it, and can be reached as easily by sailing west as by going east.”

The Italian sailor had made maps and a globe to **explain** his theory and he told his story so well that the queen was almost ready to believe him. But at that time Spain was at war with the Moors and the queen had little time to think about discovering new ways to China and India. So she told the Italian that he must wait, and he did wait for nearly seven years more; then when he had at last given up in **despair** another of his friends persuaded the queen to help him.

EXERCISES

a. *For phonic drill:—*

bay	bait	bathe	bale
brave	Spain	persuade	explain
lay	late	able	table
ray	rate	raise	rail
stay	state	stain	stale
stray	straight	strain	strange
way	wait	weighed	wake

b. *Use each of the following words (1) in a question:
(2) in a sentence which answers the question:—*

Flat; apple; sail; friend; ocean; wise; help; laugh;
reasonable.

c. *Select ten PRONOUNS from the reading lesson and use each of them in an original sentence.*

d. *Give the principal parts of the following verbs:—*
Come; think; understand; see; give; make; say.

e. *For oral or written composition:—*

Why do we believe that the earth is round? What is a desert? What is a well? What makes a powerful country? Who were the Moors? Where is China?

f. *For translation into English:—*

1. Hace más de cuatrocientos años un marino tuvo una nueva idea. Él creía que la tierra era redonda, pero los demás pensaban que la idea era muy extraña.

2. Los sabios se rieron de él y dijeron que la tierra era tan llana como la tapa de una mesa.

3. La tierra parece llana, pero nosotros sabemos que es redonda. Los barcos le han dado la vuelta al mundo y así han probado que la tierra es un globo.

4. “La India está en el extremo oriente. Hay que hacer un viaje largo á través del desierto,” decía la gente.

5. Supongamos que la tierra es como una manzana. V. puede ver que una mosca puede andar fácilmente alrededor de una manzana. Nosotros podríamos ir hacia la derecha ó hacia la izquierda y llegar al mismo punto.

6. “Nosotros no podemos imaginar que los hombres sean como las moscas. Ellos no pueden andar con la cabeza para abajo y los pies para arriba,” decían los doctores.

7. Nosotros no hablamos sobre su plan, porque no es razonable. V. tiene que abandonar sus teorías. Nadie ha llegado á la India viajando hacia el Oeste.

8. El marino deseaba persuadir al rey á que le diera un barco. El rey era muy poderoso, pero no tenía amigos. Él no pudo darle los barcos al marino.

9. El sabio sacerdote le creerá; si le cree le ayudará. Él puede persuadir á la reina á que escuche la historia del marino.

10. La reina preguntó al marino qué razón él tenía para creer que la tierra era redonda. Ella estaba dispuesta á creerlo, pero no tenía tiempo para atender á sus planes.

11. Los moros eran muy poderosos, y en esa época estaban en guerra con España. El marino aguardó muchos años y últimamente ya estaba dispuesto á abandonarlo todo desesperado.

LESSON II.

SELECTIONS FOR READING.

THE VOYAGE OF COLUMBUS.

One morning in August, 1492, there was great **excitement** in the little town of Palos. Everybody had risen early and was **hurrying** down toward the harbor. Long before sunrise hundreds of people were standing near the shores — old men and young men, women with their **babies**, and **sturdy** boys and girls of all **ages**. All were talking about the same thing; some were crying; some seemed to be **angry**; some were laughing.

“Only think of it!” said one. “Think of sailing into seas where the water is always hot!”

“Yes,” said another, “and then there are those **fierce** beasts that live in the sea and are large enough to swallow a ship.”

“It is all on **account** of that foolish Italian,” said a

third. "He has persuaded the queen to give him the ships."

Near the shore were three very small ships in which Columbus and his men were to go in **search** of strange lands across the great ocean. Two of the ships had no decks and were covered only at the ends where the sailors slept. The third was larger and had a deck. It was toward these ships that the eyes of the people on shore were **directed**; and it was about these ships and the men on **board** of them that everybody was talking.

On the deck of the largest ship stood Columbus, a tall man with a **stoop** in his **shoulders**, but with an eye like an **eagle's**. His flag was **waving** over his head and his **scarlet** coat **gleamed** in the **dim light**. By his side was the **venerable** Father Pérez **praying** that they might have pleasant weather and that the **fearless** captain might succeed.

A little before sunrise the ships sailed from the harbor out into the great western ocean. The people stood on the shore and **watched** till the sails were lost to sight below the horizon.

"Poor, foolish fellows!" said some. "We shall never see them again!"

Columbus first stopped at the Canary Islands, two hundred miles from Palos, and there he had to stay for several days to **repair** one of his ships. At last he again sailed out toward the west into an **unknown** ocean. Soon many of his sailors began to give up to fear; they remembered the strange stories that they had heard and their minds were filled with despair. But Columbus showed them how foolish these stories were, and he told them again and again of the gold and silver that they would find in India. And so day after day they sailed toward the west. The sea was calm and the wind from the east drove the ships rapidly

forward. By the first of October they had sailed more than two thousand miles, but still no land could be seen.

Then the sailors began to fear that they could never return **against** the east wind that was blowing. Some of them planned to kill Columbus, but he was so brave that they dared not touch him.

One night Columbus saw a light and knew they must be near the land. That night nobody **slept**, and in the morning they saw before them a beautiful, green island.

EXERCISES.

a. *For phonic drill:—*

add	bad	mad	saddle
act	fact	packed	factor
and	hand	canned	candy
as	has	dazzle	spasm
air	care	bear	tear

b. *Use each of the following adjectives in an original sentence:—*

Sturdy; angry; fierce; pleasant; fearless; brave; beautiful; foolish; strange; poor.

c. *Write questions to which the following are correct answers:—*

1. Three ships. 2. One morning in August, 1492. 3. On the shore. 4. At the Canary Islands. 5. Two hundred miles from Palos. 6. To repair his ships. 7. On the deck of the largest ship. 8. They were talking about Columbus.

d. *Give the principal parts of the following verbs:—*

Rise; stand; find; drive; blow; begin; sleep.

e. *For oral or written composition:—*

Name some fierce beasts. Describe a ship. What is

meant by "an eye like an eagle's"? Why did Columbus wish to go to India? Why did Columbus wear a scarlet coat?

f. *For translation into English:—*

1. Esa mañana hubo mucha excitación en el pueblo. Viejos y jóvenes se habían levantado temprano y todo el mundo corría presuroso á la playa.

2. Todos andaban preguntando por Colón y sus barcos. Se contaban cuentos muy extraños de bestias feroces y océanos de agua caliente. Todo el mundo creía que Colón era loco y jamás regresaría á España.

3. La reina dió á Colón tres barcos pequeños con que poder ir en busca del nuevo camino hacia la India. Los marinos dormían en la cubierta de los buques. Todos los hombres á bordo de los barcos estaban llenos de terror.

4. Colón estaba parado en la cubierta de su buque. Nosotros vimos su chaqueta escarlata y su estandarte ondeándole sobre la cabeza.

5. El venerable sacerdote creía que la teoría de Colón era cierta y rogaba porque saliera con éxito.

6. Los marineros recordaban muchos cuentos tontos, pero Colón se reía de ellos. Él les decía que encontrarían oro y plata en la India.

7. Él les decía que ellos regresarían á España y que volverían á ver á todos sus amigos otra vez. Por la noche ellos vieron una luz y por la mañana vieron tierra.

LESSON III.

SELECTIONS FOR READING.

THE DISCOVERY.

The island which Columbus and his companions saw on that beautiful October morning was one of the **group** which soon came to be called the "West Indies," it being supposed that they formed a part of the **archipelago** near the coast of India. Soon after sunrise Columbus stepped into a **boat** and was **rowed** to the shore; when the boat touched the shore the brave captain stepped out and **knelt** down upon the beach to give thanks to God. Then he took possession of the island in the name of the king and queen of Spain, and called it San Salvador. A **familiar** picture shows Columbus, dressed in **garments** of scarlet and gold, a **sword** in one hand and a **banner** in the other; the officers and men who **accompany** him have forgotten their **recent** fears and now look upon Columbus with **respect** and **admiration**.

The natives of the island were filled with **wonder** at what they saw. They could not believe that these strange, **fair-skinned** people were really men; they **appeared** like **angels** from **Heaven** and the poor natives hesitated to **approach** them. But soon they conquered their fear and seemed to be delighted with the thought of receiving the visit. They brought to the Spaniards gifts of all they had — bananas, **yams**, and other fruit and vegetables. They had very little gold, but a few of them wore **bracelets** of that **metal**, and these they willingly gave to their **visitors**.

Columbus did not stay long at San Salvador, but sailed away to discover other lands. In a short time the ships

came to a large island where there were rivers of fresh water **flowing** into the sea. On every side there were bright flowers and green trees; the air was **sweet**; the sky was blue and clear; the sea was calm; the world seemed full of **joy** and peace. This island was Cuba.

“Let us live here always!” cried the sailors; “for surely now we are near to Heaven!”

And so for more than three months Columbus and his companions sailed **among scenes** of **delight**, such as they had never imagined. They visited other islands and everywhere saw new **beauties** and new pleasures. The natives were **extremely kind**; they looked with wonder upon the white men with their gleaming swords and **brilliant armor**.

It was on the 15th of the next March that Columbus, after a **stormy** voyage across the ocean, again sailed into the harbor of Palos. And now there was greater excitement than there had been before. “Columbus has come back from the unknown seas!” cried the people; “He has really found a new way to India!”

Then the bells were rung, **guns** were **fired** and everybody **rejoiced**. The **news** was carried to the queen, and soon Columbus went to give her a **description** of the wonderful lands which he had visited. She was ready enough to listen to him now, and the wise men of the court had to **acknowledge** that the poor Italian sailor had proved the **truth** of his strange theories.

A COMPANION OF COLUMBUS.

Columbus made three other voyages to the new world. Among the lands which he discovered were a number of islands in the Caribbean Sea and the **mainland** of South America near the mouth of the Orinoco River. On his second voyage he landed on a **rich** and beautiful island

which he **named** San Juan Bautista. This island was called by the natives "Borinquen," and is now known as Porto Rico.

Among his companions on his second voyage was a soldier, who on account of his **industry** and his **intelligence** rapidly rose to a high position. This soldier was Juan Ponce de León, and a few years later he was sent to explore the island of San Juan Bautista. Ponce landed without **difficulty** and was treated with great **kindness** by the natives. He found a little gold and then returned to Santo Domingo. The King appointed him governor of Porto Rico, but he did not **remain** there long. He had heard stories of a wonderful well or **spring**, the water of which would **restore youth** to old men, and Ponce determined to find it. With three ships he sailed toward the north and reached a land which he named Florida. He did not find the wonderful spring and soon returned to Porto Rico.

A few years later, Ponce went again to Florida and **spent** some time searching for the spring whose water was said to be so wonderful. While he was there his men were **attacked** by the Indians and Ponce was **wounded**. His companions took him to Cuba and there he died.

EXERCISES.

a. *For phonic drill:—*

alms	farm	balm	palm
arm	calm	harm	alarm
aunt	launch	haunt	taunt
bath	path	wrath	
can't	chance	dance	branch
craft	laughed	draft	half

- b. Use each of the following words (1) in a question: (2) in an answer to the question:—

Island; picture; sword; respect; approach; joy; kind; acknowledge.

- c. Put a PREPOSITION in place of each dash in the following sentences:—

1. Columbus sailed — Palos, a little — sunrise — a bright morning — August. 2. He sailed — the great ocean — islands — the other side — the world. 3. How can men walk — their feet — and their heads — ? 4. Columbus stood — the deck, a sword — his hand, and his flag — his head. 5. He stepped — the boat and rowed — the shore. 6. The natives looked — their visitors — wonder; they thought they had come — Heaven. 7. Beautiful flowers were — every side, and the land was full — joy. 8. Columbus stepped — and knelt — the beach.

- d. For oral or written composition:—

What is an archipelago? What is a native? What is a fair-skinned person? Of what use is gold? What is Heaven? Why did the Spaniards wear armor? What does a governor do? Why did Ponce de León search for a spring in Florida?

- e. For translation into English:—

1. Cerca de la costa de la India hay un archipiélago. Colón suponía que San Salvador era una de las islas de ese archipiélago.

2. Los marinos remaron en un bote hasta la playa poco después de la salida del sol. Colón bajó y se arrodilló para dar gracias á Dios.

3. En el grabado V. ve los oficiales y los marinos que

acompañaron á Colón. Están vestidos con trajes escarlata y oro, y tienen espadas y banderas.

4. Todos miraban á Colón con admiración y asombro. Los naturales creían que aquellos hombres de tez blanca eran ángeles del cielo.

5. Ellos le dieron á los marinos regalos de frutas y legumbres, y oro y plata. Los marinos estaban contentos de recibir sus regalos.

6. En Cuba hay un gran río de agua dulce. El aire es dulce, el cielo está sereno y la mar está mansa.

7. Los barcos navegaron tres meses por entre las islas. Los marinos jamás se habían imaginado semejantes lugares de delicias.

8. Los marinos hicieron un viaje tormentoso á través del océano. Hubo mucha excitación cuando volvieron á entrar en el puerto de Palos.

9. La gente tocaba las campanas, disparaba cañones y se regocijaba. La reina declaró que el marino había probado que la tierra era redonda.

10. Debido á su sabiduría é industria Ponce de León ganó rápidamente un alto puesto. Los naturales lo trataron con gran bondad. Ellos miraban con asombro su brillante armadura.

11. Él fué en busca de una fuente maravillosa cuyas aguas podían devolver la juventud á los viejos. Él pasó muchos meses en la Florida buscando la fuente pero sin éxito.

12. ¿Regresó á Puerto Rico? Sí; pero no se quedó allí por mucho tiempo. Volvió á la Florida, fué herido y murió en Cuba.

LESSON IV.

SELECTIONS FOR READING.

PROPER NAMES.

Names of persons are known as **proper** names. Most people have either two or three names, the **surname** or family name and one or more given or Christian names. The family name is so called because it is the name which belongs to all the **members** of the family, being the surname of the father. Any other names are "given" to the **individual** and as they were **formerly** given only when a child was **baptized** or **christened**, they were called Christian names. Names are **frequently** called simply first, **middle**, and last names, the surname being the last. All the names together are called the full name. The form in which a person writes his name is his **signature**. Most people **abbreviate** their names, writing only the first and the last, or the **initials** of the given names and the surname.

The first **civil** governor of Porto Rico usually wrote his name in this form — Chas. H. Allen. Allen was his surname; his Christian name was Charles Herbert. In his signature he preferred the **abbreviation** for the first name, and the initial H. for the middle name. An initial so used is said to "stand for" a name.

When a woman marries she gives up her surname and adopts that of her husband. The children also have only the surname of the father. The Spanish custom by which the mother's surname may be **added** to that of the father is not **followed** in English speaking countries, but in many **cases** the mother's surname is one of the given names of some of the children.

THE ORIGIN OF SURNAMES.

Until about one thousand years ago there were no surnames and men were called only by their individual names, as, John, Peter, Henry, Edward, James or Charles. But there were often many men of the same name in a town; **perhaps** there might be as many as ten or a dozen Johns and so it was necessary to **distinguish** them in some way. One might be of a dark **complexion** and he was called John Black, while a fair skinned man became John White; the **black-smith** was known as John Smith, and the **carpenter** as John Carpenter. One whose father was Adam was called John Adamson. (Adam's son) and one of the young men was called John Young.

Such **descriptive** names were no **doubt** used for many years **before** they were **universally** accepted as family names, but by the year 1000 they were very **generally** employed.

The people whose **personal** characteristics gave origin to family surnames have long since passed away, and in many cases their **descendants** fail to **exhibit** similar characteristics. Two of the largest men I have ever seen were George Little and Samuel Small, while my friend Simon **Stout** **weighed** hardly one hundred pounds. A teacher once told me that the only bad boys in her school were Charles Good and Harry Best, and that her **dullest** pupil was either Emma Sharp or Harriet Bright. Ernest Walker always rides a **bicycle** while Herbert Rider never rides; William Poor is a rich man, and James Rich is the poorest man in town.

But **occasionally** one sees a more **appropriate** combination. Thomas **Cook** has a **restaurant** in New York, and over the door of a San Francisco shop is the **sign** — "Wood

& Cole, Dealers in **Coal and Wood**"; **Judge Stern** may be found in a **court-room** in Maine and **Judge True** in Michigan.

ON THE WITNESS STAND.

"What is your full name?" asked the clerk of the little **red-haired** man who was about to give his **testimony**.

"Ralph Mudd," answered the **witness**, with some hesitation.

"Mudd, did you say? Mudd? Is that your family name?"

"Yes, it is. My name is Ralph Mudd."

"Haven't you any middle name, Mr. Mudd?" **continued** the clerk.

"Why, yes; I usually write my name 'Ralph W. E. Mudd,'" said the little man.

"What do the initials stand for? We must have your full name, sir!" shouted the clerk, who was beginning to get angry.

"Well, sir, my full name is Ralph Waldo Emerson Mudd."

"Well, I can't see why you should be **ashamed** of that. Don't you know that Ralph Waldo Emerson was a great man, and that it is an honor to be named for such a man?"

"Oh, yes, I know all about that. It may be an honor, but how would you like to **support** an honor like that if you weren't any bigger than I am, and if your last name were Mudd!"* asked the little Mr. Mudd, while everybody in the court-room laughed.

* See vocabulary, *Mudd*.

EXERCISES.

a. *For phonic drill:—*

all	ball	call	tall
bald	salt	false	halt
balk	chalk	talk	walk
cause	fault	naught	August
draw	saw	straw	law
what	watch	water	want

b. *Write the full names of three authors or statesmen: write the same names with initials in place of given names.*

c. *Use each of the following words (1) in a question: (2) in an answer to the question:—*

Initial; surname; middle; necessary; distinguish; Christian; formerly; stand for; abbreviate; prefer.

d. *Give the principal parts of the following verbs:—*
Know; write; kneel; take; ring.

e. *For oral or written composition:—*

Why do people abbreviate their names? Why is Stern an appropriate name for a judge? Which would be the most appropriate name for a teacher — Bell, Strong, Wise, Reader? Who was Ralph Waldo Emerson? What is a court-room?

f. *For translation into English:—*

1. Todo el mundo tiene un apellido y dos nombres dados ó de bautismo. Todos los miembros de una familia tienen el mismo apellido.

2. Una persona por lo regular no escribe su nombre entero. Al firmar prefiere abreviar alguno de los nombres ó escribir las iniciales.

3. La costumbre americana es que los niños sólo usan el apellido del padre. Cuando una mujer se casa deja de usar su apellido.

4. Antiguamente la gente no tenía apellido y no había modo de distinguir entre los hombres que tenían el mismo nombre. La costumbre de los apellidos no tuvo aceptación universal hasta hace unos mil años.

5. En muchos casos hay gentes que no demuestran ninguna de las peculiaridades que son apropiadas á sus nombres.

6. En el juzgado el testigo presta su testimonio. El escribiente le pregunta su nombre entero. El hombre tiene vergüenza de decir su nombre.

7. Al niño le pusieron el nombre de un gran hombre. Él sabía que esto era un gran honor y generalmente escribía su nombre entero.

8. El nombre de Cristóbal Colón en inglés es "Christopher Columbus." Los americanos con frecuencia aluden á su país llamándolo "Columbia" en honor de Colón.

9. El nombre de mi amigo es George Washington Perkins. Á él le pusieron el nombre del primer presidente.

LESSON V.

SELECTIONS FOR READING.

PERSONAL CHARACTERISTICS.

We often say of a person that he looks like some one else, but very **rarely** indeed do we see two people who look alike in every **feature**, and **probably** if we were to study all the millions of people on the earth we should find no two who were **exactly alike** in appearance.

Some are short and others tall; some are **thin** and

others stout; the strong man stands **erect** and the weak man **stoops**; the one has square shoulders and a full **chest** and the other has round shoulders and a **hollow** chest. The complexion, even among people of the same race, varies from the **lightest blonde** to the darkest **brunette**, and the hair may be black, brown, yellow, red, gray or white, or some **intermediate shade**. The eyes, too, vary in color and **expression**: the nose may be straight or **curved**, narrow or **broad**: and the mouth may vary in size and shape. Lips, chin, cheeks, ears and forehead each may **present** some individual characteristic which adds to the beauty of the face or **detracts** from it.

A person whose appearance is pleasing may be described as good-looking, **fair**, **attractive**, **charming**, **pretty**, beautiful or **handsome**. Of these terms, fair, pretty and beautiful are usually **applied** only to children and ladies; the others may **refer** also to men. People differ in their ideas of beauty, but all agree that a man or woman who is tall, **well-formed**, with **regular** features and a good complexion is good-looking.

A DESCRIPTION OF WASHINGTON.

General Washington was exactly six feet in **height**; he appeared taller, as his shoulders rose a little higher than the true **proportion**. His eyes were of a gray and his hair of a brown color. His **limbs** were well formed, and indicated strength. His complexion was light, and his **countenance** serene and thoughtful. His **manners** were **graceful**, manly, and **dignified**. His **general** appearance never failed to **engage** the respect and **esteem** of all who approached him.

AARON BANCROFT.

A DESCRIPTION OF MILTON.

Milton had the **reputation** of having been in his youth extremely beautiful; he was often called the lady of the **college**. His hair, which was of a light brown color, was **parted** in the middle and hung down **upon** his shoulders. He was not of **heroic stature**, but rather **below** the middle size. Mr. Richardson says that he might have been called short and thick. He was **vigorous** and active. His eyes are said never to have been bright and with **constant** use they soon lost their sight **altogether**.

SAMUEL JOHNSON.

A COURT ROOM SCENE AS TOLD BY THE JUDGE.

A man was brought before me **accused** of killing another man. He had a friend whose mother was on the witness stand and she was trying to save him. She said that she had seen the **murderer** and could describe him, but I was sure that she was not telling the truth.

I asked five men of varying appearance who were in the court room to stand up and then I asked the woman if the first was the murderer. She promptly answered "No."

"But," I said, "he **resembles** the murderer, doesn't he? He is of the same height?"

"Oh, no," she answered, "he is much taller."

Requesting the first man to sit down, I pointed to the second and asked:

"This man is of the same height as the murderer, is he not?"

"Yes, exactly," she replied.

"How tall are you?" I asked the man.

"Five feet seven," he replied.

He was told to sit down and the third man, who had a head of most brilliant red hair, was brought forward.

"You said the murderer had red hair like this man, did you not?"

"Oh, no; he had brown, curly hair."

"Were his eyes like this man's?"

"No, they were brown."

The fourth man, who had very fine teeth, was asked to open his mouth.

"Were the murderer's teeth like this man's?"

"No, he had two gold teeth, one on each side."

The fifth man was rather stout. I asked the woman if she thought the murderer was about his size.

"Yes, he was just about his size," she replied.

"How much do you weigh?" I asked him.

"One hundred sixty pounds," he answered.

I told him to take his seat, then I said:

"We find from this woman's testimony that the murderer was about five feet seven in height, weighed one hundred sixty pounds, had dark, curly hair, brown eyes, and two gold teeth."

EXERCISES:

a. *For phonic drill:—*

be	he	me	we
here	mere	sphere	eve
see	feet	deep	queen
beach	fear	east	clear
belief	chief	field	piece

b. *Ask questions to which the following are correct answers:—*

1. He looks like his father. 2. No, he is very short.
3. Her eyes are blue. 4. I weigh one hundred twenty pounds. 5. Five feet and eight inches. 6. No, but she has beautiful eyes. 7. Because he is not strong.
- c. *Select eight descriptive adjectives in the reading lesson and use each of them in an original sentence.*
- d. *For oral or written composition, explain how the following articles differ in appearance:—*
A palm tree and a coffee tree; A dollar bill and a newspaper; A ruler and a lead pencil; An ocean and a desert; A globe and an apple; A picture and a flower.
- e. *For translation into English:—*
 1. Dos personas con frecuencia se parecen pero no en todas las facciones. En el mundo hay millones de gentes y no hay dos que sean exactamente iguales.
 2. Unos son bajitos y gruesos; otros son altos y delgados. El hombre fuerte tiene los hombros cuadrados y el debil tiene los hombros redondos.
 3. La complexión varía mucho. Unas razas son rubias y otras morenas. Las rubias generalmente tienen el pelo claro y las morenas tienen pelo negro.
 4. El color y la expresión de los ojos y el tamaño y la forma de la boca pueden contribuir á la belleza del rostro.
 5. Nosotros podemos describir una niñita diciendo que es encantadora ó bonita. Á un hombre bien parecido lo llamaríamos simpático ó hermoso.
 6. Nuestras ideas sobre la belleza varían mucho. Entre algunas razas la nariz ancha y los labios gruesos se consideran bonitos. Una mujer alta y bien formada es de apariencia agradable.
 7. Washington era un hombre alto, de ojos grises y pelo castaño. Él siempre mantenía un aspecto sereno

y digno y todo el mundo lo miraba con respeto y estimación.

8. Milton era tan hermoso que algunas veces le decían "la Dama del Colegio." Llevaba el pelo partido en el medio y lo tenía muy largo. Era de estatura algo baja, pero de apariencia siempre elegante.

9. La mujer en el banco de los testigos estaba describiendo el asesino. El juez dijo que ella no estaba declarando la verdad. Ella dijo que un hombre era más alto que el asesino y que otro era exactamente de la misma estatura.

10. El testigo tenía el pelo colorado y un diente de oro. Dijo que pesaba ciento cincuenta libras y que tenía exactamente seis pies de estatura.

11. El juez era delgado. Tenía los ojos muy brillantes y el pelo gris rizado. Su aspecto era muy digno.

LESSON VI.

SELECTIONS FOR READING.

PERSONAL CHARACTERISTICS (Continued).

A person who is not good-looking may be **plain, unattractive, homely, ugly, or repulsive**. A face which **reflects** good **health** and a good **temper** may be plain or even homely, but it is **seldom** unattractive, and never ugly or repulsive. An ugly or repulsive face almost certainly indicates a bad **character**, for the **thoughts** of the **mind** must sooner or later find outward expression. Yet **lack** of beauty does not indicate lack of the highest **mental qualities**, and the plainest persons are often the most **lovable**.

A CHARACTER IN A RECENT NOVEL.

He was a **slender** young man not more than twenty-one or twenty-two years old, with rather a grave and thoughtful expression. His face was not handsome—indeed, it might truly be called very plain. His eyes were not of **equal** size or strength and he wore large **spectacles**; his nose was too flat and his mouth too large, while his ears stood out from his head like half spread wings. But a heavy, brown **mustache** **partly** covered the large mouth, and the curly hair of the same shade above his high forehead was almost beautiful.

THE BABY.

The baby was always well and never gave anyone trouble; he had so sweet a temper and ways so charming that he was a pleasure to **everyone**, and he was so beautiful to look at that he was quite a picture. Instead of being a **bald-headed** baby, he **started** in life with **soft**, fine gold-colored hair which **curled** up at the ends. He had big brown eyes, and long **eyelashes** and a beautiful little face. He had so strong a back and such sturdy legs that when he was nine months old he learned suddenly to walk. His manners were so good that it was **delightful** to make his **acquaintance**.

FRANCES HODGSON BURNETT.

THE BOY.

He was one of the finest and handsomest little fellows that was ever seen. He had a strong, graceful little body and a manly little face. He held his **childish** head erect and carried himself with a brave air. He looked so much like his father that it was really **startling**. He had his

father's **golden** hair and his mother's brown eyes. They were **innocent** and fearless eyes. He looked as if he had never feared or doubted anything in his life.

IDEM.

THE EARL AND THE BOY.

What the boy saw was a large old man with **shaggy** white hair and eyebrows, and a nose like an eagle's **beak** between his fierce, deep eyes. What the **Earl** saw was a graceful childish **figure** with golden hair waving about a handsome, manly little face, and childish eyes which met his with a look of innocent good-fellowship.

IDEM.

A DESCRIPTION OF COLERIDGE.

At first, that is, for about three **minutes**, I thought him very plain; he is **pale**, thin, has a wide mouth, thick lips and not very good teeth, **longish**, half-curling, rough, black hair. But if you hear him speak for five minutes, you think no more of them. His eye is large and full, and not very dark, but gray; he has fine dark eyebrows and an **overhanging** forehead.

DOROTHY WORDSWORTH.

HE DIDN'T WANT TO LIVE.

Walter Hanson, the **lawyer**, used to be called the "homeliest man in Missouri." I am not sure that Walter **deserved** such a **title**, but certainly I never saw a man who had a better right to it. He was tall and thin; one shoulder was higher than the other, and his arms were **unusually** short; his hands were large and **bony**. His features were **irregular**; his nose was long and sharp with **wide nostrils**; his mouth was of **enormous** size, and his teeth—well, I have never heard that anyone **likened** them to **rows**

of pearls; they were **undoubtedly** useful, but not pretty. His cheek bones were **prominent** and his ears like an elephant's. His rough hair had once been brown, but had turned to a **dingy gray**. Besides all this Hanson took such **pride** in his reputation for **ugliness** that he had **cultivated** an expression of **mingled foolishness** and **ferocity** that would have **excited alarm** in a **state prison**.

But one time Hanson was startled out of his pride. He was riding on his bony horse along a country road when he suddenly met a countryman with a gun over his shoulder. If ever there was a man who might have been said to be uglier than Hanson, this was the one, and for a moment the two men looked at each other without speaking. Then the countryman **seized** his gun and **leveled** it at the **astounded** lawyer.

"Here," shouted Hanson, "what are you going to do? Put that gun down!"

"No, sir," said the countryman, "I am going to **shoot** you. I have always **declared** that if I ever saw a homelier man than I, I would kill him."

"Do you think I am homelier than you are?" asked Hanson, looking at the **grotesque** figure before him.

"You certainly are," answered the man with the gun.

"Very well, then," said Hanson in a **tone of resignation**, "if that is true, I don't want to live. **Hurry up and shoot.**"

EXERCISES.

a. *For phonic drill:—*

end	west	seven	step
head	pleasant	ready	Heaven
said	again	friend	member
respect	fresh	exactly	extremely

b. *Give a description (1) of a handsome woman; (2) of a homely man.*

c. *Give antonyms* of the following words:—*

Pretty; tall; strong; bad; blonde; broad; ugly; slender; large; thick.

d. *Give the principal parts of the following verbs:—*

Find; refer; lose; try; tell; sit; think; speak; ride.

e. *For oral or written composition:—*

What is a baby? What is a servant? What are pearls? How are teeth like pearls? Why does hair turn gray? Where is Missouri? Suggest some things which give people trouble. Suggest some which are a pleasure. What does a lawyer do? What is a prison? Describe an elephant.

f. *For translation into English:*

1. Muchas personas son de facciones ordinarias y poco atractivas en la apariencia, pero pocas tienen la cara fea ó repulsiva. Los pensamientos de la mente encuentran expresión exterior en la apariencia.

2. Una persona bella puede ser poco simpática; la cara bonita no indica siempre las altas cualidades mentales.

3. El joven llevaba los espejuelos que cubrían en parte sus pequeños ojos. Sus orejas resaltaban de la cabeza y su boca era demasiado grande. Su nariz era derecha y su frente alta.

4. Un nene que está bueno tiene ordinariamente una buena disposición. Un nene bueno nunca da molestias á nadie, sino es un deleite á todo el mundo.

5. Un niño fuerte puede aprender á andar cuando tiene nueve meses de edad. La mayor parte de los niños no andan antes de un año de edad.

*That is, words directly opposed in meaning; e.g., High — low; East — west.

6. El viejo tiene el pelo blanco y áspero y pestañas largas sobre los feroces ojos. Su nariz es encorvada como el pico de un águila.

7. Dice que es abogado, pero no merece tal título. Representa un jíbaro. Nunca he visto semejante expresión de tontería.

8. ¿Es aquél el caballo de V., Señor Brown? No, señor, mi caballo es grande y hermoso, las extremidades bien formadas. Aquel caballo es pequeño y huesudo y tiene las orejas como un elefante.

9. Una vez yo andaba por un camino en el campo con un fusil al hombro cuando vi una bestia feroz. Apunté mi fusil y lo descargué, hiriéndola en el ojo.

10. ¿Cuál de estos dos hombres es más feo? Estoy seguro que no lo puedo decir. El alto tiene las facciones más feas, pero el más bajo tiene la peor figura.

LESSON VII.

SELECTIONS FOR READING.

OUR CLOTHING.

We read in the **Bible** that Joseph had a coat of many colors, given him by his loving father. No doubt Joseph felt as happy when he put on his **showy** coat as does the boy of today who has a bright new **suit**. For many years men were **accustomed** to wear bright colored **clothing**, but the men of our time have **abandoned** the many colored coats for all **ordinary occasions**. At a **wedding** or a **reception** the men wear only black; and while **business suits** may be of brown or blue or gray, they are never of the bright colors that distinguish the ladies' **dresses**. On occa-

sions of **ceremony** a gentleman wears a black **frock coat** or an evening dress coat, a **vest**, or **waistcoat**, of black or white, black **trousers**, a black or white **cravat**, black shoes and **stockings**, and a black hat. His shirt, his **collar** and his **cuffs** are, of course, of white **linen**.

The lady who accompanies him on such an occasion may wear a **gown** of white, or red, or **pink**, or green, or any other color or combination of colors that may please her **taste**. The **reporters** fill **columns** of the newspapers with descriptions of the dresses worn by the ladies at any **social gathering**, but have to say of the men only that they wore the "**conventional black**."

The cloth of which our **clothes** are made is of **cotton**, **linen**, **wool** or **silk**: cotton is the **cheapest**; linen and silk the most **expensive**: In cold countries woolen clothing is needed, but in the tropics cotton and linen are much more **comfortable**.

Men's clothes are made by a **tailor** or may be bought "**ready made**." Ready made clothes are **manufactured** in large **quantities** in **factories** and are usually much cheaper than clothes made "**to order**"—that is, by a tailor, but often they do not fit so well as the tailor made garments.

Women's clothes are made by a **dress maker**, who must always know how to cut and **trim** a gown in the latest **fashion**. The fashions **change** from year to year to such an **extent** that a dress made a few years ago appears **ridiculous** today. One year the ladies wear **tight sleeves** and the next year each of the sleeves may be larger than the **waist**; then the sleeves are made so long that they cover the hands, and perhaps a year later they are made to come only to the **elbow**. Fifty years ago the ladies wore skirts so large that they must have found it difficult to walk along the street; a little later the skirts were made

smaller, but with a **train** which **dragged behind** or had to be carried over the arm.

The old **styles** seem strange and almost ridiculous to us now, but **somehow** we always think the present fashion the most **sensible**, and are usually willing to adopt it.

A TRAVELER'S DESCRIPTION.

The Annamites dress in silk and cotton—the rich in silk and the poor in cotton; but **whether** of silk or of cotton, the form of their **garb** is always the same. They wear wide trousers **fastened** around the waist by a silk **sash**, and a **robe** which comes down to the knees. Occasionally they put a shorter robe over that: both open on the right side, but **closed** with five or six **buttons**. The men's sleeves are very wide, and so long that they cover the hands and fall below the ends of the fingers. The women, who in other ways dress exactly as do the men, have their sleeves **somewhat** shorter in order to exhibit their gold bracelets.

Out of doors men and women alike wear high **straw** hats, fastened under the chin. **Indoors** the women go **bareheaded**, often allowing their fine black **tresses** to hang loose down their backs almost to the ground. The women are certainly not good-looking, but they have pleasant faces and handsome eyes.

Old men alone wear shoes: the people generally prefer to go **barefooted**.

THE NEW SUIT.

One evening the moon said, "I have seen the soldier who has just been made an officer, put on his new uniform for the first time. As he stood erect in his bright scarlet coat with gleaming gold buttons he showed the **satisfaction**

he felt. And I have seen the young **bride** in her wedding dress, looking like an angel **robed** in white.

“But the most **perfect** delight that I have ever seen was shown by a little boy. He had just laid **aside** the skirts which he had worn from his **babyhood**, and for the first time had put on boy’s clothes — little trousers that came to his **knees**, long stockings and a little coat that **buttoned** up to his chin. He could hardly wait to button his coat before he ran out to show himself to his father.

“‘See, Papa,’ he cried, ‘I’m not a girl any longer! I’m a real boy now!’

“‘**Bless** me!’ said his father, ‘you will soon be wearing my old clothes!’”

“And they both laughed, and the father seemed almost as pleased as did the child.”

Adapted from HANS CHRISTIAN ANDERSEN.

EXERCISES.

a. *For phonic drill:—*

I	lie	high	eye
my	fly	try	sky
bright	light	height	sight
child	kind	idle	Bible
island	size	sign	guide

b. *Describe the clothing that you commonly wear.*

c. *Describe the Alcalde — his appearance and dress.*

d. *Use each of the words in the first column in a question and the corresponding word in the second column in an answer to the question:*

(1)	(2)
shoes	barefooted
color	green
hat	straw
shirt	linen
tailor	ready-made
fashion	ridiculous
dress	silk
good-looking	handsome

c. *For oral or written composition:—*

What is the Bible? Who was Joseph? What is a wedding? What is a reporter? What are the tropics? What is a factory? Why do soldiers wear uniforms? What is an angel? Why do people wear hats?

f. *For translation into English:—*

1. El padre cariñoso de José le dió una casaca de varios colores. Leemos en la Biblia que José usaba su casaca y pareció muy contento.

2. Para las ocasiones ordinarias los hombres no tienen la costumbre de llevar la ropa de brillantes colores. Los trajes de trabajo no son siempre negros, pero para las ocasiones de ceremonia los hombres llevan solamente el traje negro.

3. Una señora puede usar un vestido de cualquier color que le guste á ella. Una señora que tiene la complexión rubia puede usar verde ó azul; una morena puede usar amarillo ó colorado.

4. La ropa se hace de algodón, hilo, lana ó seda. El algodón es barato, los otros artículos son más caros.

5. La ropa para señores que se hace en las fábricas es ordinariamente barata. Las prendas hechas por un buen sastre deben ajustarse mejor que la ropa hecha que se vende en las tiendas.

6. Una costurera debe conocer la última moda. No debe hacer las mangas largas cuando las mangas cortas son á la moda. Tiene que saber cortar una blusa y adornar una falda.

7. ¿Ha visto V. al soldado con su uniforme y á la novia con su traje de boda? El uniforme del soldado es escarlata y el traje de la novia es blanco.

8. El niño echó á un lado las faldas y por primera vez se puso la ropa de un niño. Apenas pudo esperar á presentarse á su padre y á sus compañeros.

9. Su padre estaba muy contento de ver los pantalones pequeños y la pequeña casaca. “Ya no soy niña,” dijo el niño, y el padre se sonrió.

10. Los ricos pueden vestirse de seda y los pobres de algodón. Pero todos tienen que llevar trajes de la misma moda. La última moda me parece muy ridícula.

11. Los señores nunca guardan los sombreros puestos en la casa. Las señoras frecuentemente pasean al aire libre descubiertas y llevan los sombreros en la casa.

12. Los niños generalmente prefieren andar descalzos. Las modas les dan á ellos pocas molestias. Pero los hombres y las mujeres usan zapatos.

LESSON VIII.

SELECTIONS FOR READING.

OUR FOOD.

The American custom is to have three **meals** a day — breakfast, **dinner** and **supper**, or breakfast, **lunch** and dinner, **according** to **convenience** and local custom. Dinner

is the most **important** meal; some people prefer it in the middle of the day, and some at night. In the country it is **usual** to have dinner at **noon**, but in the city most people **dine** at night. This has probably come about because in the country all the members of the family are at or near the home all day, and can meet at the dinner table at noon; while in the city it frequently is the case that the children are **away** at school and the men are at their **offices** or places of business all the day, and the family can come together only at night.

Breakfast is a **light** meal, although **steak** or eggs may be served. For lunch or for supper cold meats and other **dishes** not **requiring extensive preparation** are usually eaten.

The **traditional** American **dessert** is pie, while the traditional dessert of England is **plum pudding**. We can hardly imagine a real Englishman without his **roast beef** and plum pudding, nor a real American without **beef-steak** and pie.

At breakfast some people drink coffee or **chocolate**; a great many take **tea**: with dinner either tea or coffee may be served, but with supper tea is almost **universal**.

WHERE THEY CAME FROM.

The dinner bell rang but every one seemed to be busy. Nobody came to dinner.

"I am getting cold," said the soup.

"And I am getting warm," said the butter.

"How dull it is!" said the **carving knife**.

"Let us talk **awhile**," said the bread. "We see each other frequently, but we are not very well **acquainted**."

"Did you speak to me?" asked the meat.

"No," said the bread, "I know you very well. You are

one of the legs of a sheep. Only a few days ago you were walking about in the grass."

"Yes," said the **mutton**, "and you were growing in a wheatfield."

"But that was a long time ago," said the bread. "I have been through the **mill** since then, and that takes time."

"I came from under the ground," said the potato. "It is dark there, but I like dark places."

"So do I," said the **turnip**. "And so do those onions over there."

"We came from Spain," said one of the onions.

A **cucumber** began to laugh. "Hear those onions!" said he. "They say they are Spanish onions, but they grew down in our field. I lay on the ground and laughed at them when they were pulled up yesterday."

"Well," said a **bunch** of raisins on the side table, "Look at me! I came from Spain. Once I was a handsome bunch of **grapes**, but that was before I was **dried** in the sun."

"I came from India on the other side of the world," said a piece of **ginger**. He was thin and was covered with sugar.

"And so did I," said the **pepper**.

"I came from Vermont," said the vinegar, "And though now I am so **sour**, I was made from a sweet red apple."

"I came from China," said a voice from the **teapot**. "Once I was a green leaf, but now I am dry and brown."

"I came from the most beautiful place, I am **sure**," said the sugar. "I grew in sunny Porto Rico."

THE COUNTRY MOUSE AND THE CITY MOUSE.

A very fine mouse from the city once went to visit an old friend who lived in the country. The country mouse

was a rough fellow, and his manners were not very fine. But he was glad to see his city friend and did all he could to make things pleasant. From the **food** which he had he brought out his best; there were dry beans, and grains of wheat and some **rice**, and for dessert, a fine apple **core**. The city mouse turned up his nose at this poor **fare** and at last he said, "How can you **bear** to eat such food as this every day? Come with me to the city where you can be happy and enjoy yourself."

After a while he persuaded the country mouse to go with him to the city, and they went the next day and came to the home of the city mouse late at night.

The city mouse was very **polite**, and after they had **rested** a little while he took his friend into the great dining room. On the table they found what had been left of a fine supper. Soon they were busy eating **cakes** and cheese and other good things, but suddenly the door opened, and the mice had to run for their lives. The country mouse was almost ready to die with fear, for two great dogs had come through the door and **chased** them out of the room.

But soon the house was quiet again, and the country mouse said to his city friend, "If this is city life you may enjoy it as you will, but I want none of it; give me my coarse food and my poor home in the country, where I can live without fear."

EXERCISES.

a. *For phonic drill:—*

dim	dinner	individual	dismiss
thin	thick	thing	this

India	Italian	Christian	children
listen	minute	pretty	visit
risen	initial	imagine	vinegar

b. *Ask a question about each of the following named articles:—*Coffee; beef-steak; eggs; butter; bread; mutton; onions; potatoes; salt; vinegar.

c. *Explain the meaning of the following phrases:—*A rough fellow; to make things pleasant; to enjoy yourself; to run for their lives; ready to die with fear.

d. *Define the following words:—*Important; traditional; universal; busy; acquainted; sunny; local.

e. *Give the principal parts of the following verbs:—*Meet; eat; drink; ring; grow; take; dry; bring; bear; find; run.

f. *For oral or written composition:—*

What is the Porto Rican custom in regard to meals? What is the difference between a **desert** and a **dessert**? From what animals do we get beef and mutton? In what ways are eggs prepared for eating? How is coffee made? Of what use is sugar? Vinegar? Pepper? From what is cheese made?

g. *For translation into English:—*

1. Yo prefiero almorzar á las siete. Generalmente tomo café por la mañana y al medio día también. Tenga la bondad de darme algunos huevos esta mañana.

2. Los niños todos están hoy en la escuela. Comeremos á las cinco y media. ¿Quiere V. carne y papas? Sí, y los postres también. Para los niños los postres son muy importantes.

3. Yo escasamente puedo imaginar una comida sin buena sopa y la carne asada. Esta sopa está fría y el agua está caliente. No hay sal en la mantequilla ni azúcar en el te.

4. ¿Ha visto V. á mi hermano? Yo frecuentemente he visto á su hermano, pero no nos conocemos bien. Está ahora en el comedor y estará muy contento de verle á V.

5. No hace muchos días vi un hermoso racimo de pasas en la mesa, y mi padre me dijo que vino de España. Las manzanas, que son tan dulces, vinieron de los árboles de nuestro campo.

6. El juez no es un hombre hermoso, pero V. no debe reírse de nadie. Es buen amigo de su padre y mañana comerá con nosotros.

7. Á mí no me gusta un cuarto oscuro. ¿Prefiere V. ir afuera? Sí, he vivido en el asoleado Puerto Rico y el sol no me molesta.

8. Hablemos de nuestros amigos que viven en el campo. Sus modos no son finos pero cuando vamos á visitarles hacen lo posible para hacernos las cosas agradables. Siempre se alegran mucho de vernos.

9. Los ratones me dan mucha molestia. Comen el bizcocho y el queso. No podemos dejar nada en la mesa del comedor. Quisiera tener un perro que los matara ó ahuyentara fuera de la casa.

10. ¿Es costumbre americana tener la comida al medio día? Algunas veces se come al medio día, pero en las ciudades la mayor parte de la gente come después de las seis de la tarde. Toda la familia puede reunirse á esa hora.

LESSON IX.

SELECTIONS FOR READING.

THE WEATHER.

There are few subjects of greater general interest than the weather. The newspapers may publish column after column about the wedding of the king of Spain or the voyages of the king of England; they may have much to say about the theories of the President and the doings of Congress; they may print stories of wars in the East and battles in the West. Each of these things will interest many readers, but the few lines which announce what weather may be expected tomorrow and the next day will be of more immediate interest to nearly every reader. No other subject of conversation is so common as the weather and its changes. In the tropics the weather does not change so frequently as in northern lands. There, not only are there the great changes from season to season — from the bitter cold of winter to the intense heat of summer — but there are often very great changes in a single day. Perhaps in the early morning it may be pleasant, with the wind blowing from the west or from the north. Soon the wind may change and the sun hide behind a cloud: the air grows cold and rain or snow may fall. The storm may continue for days or perhaps only for a few hours. Sometimes in the course of a few minutes the thermometer, which indicates the temperature, may rise or fall many degrees. In the so-called temperate zones, one must always be prepared for any change of the weather.

THE FLOWER'S THANKS.

A little flower lay **drooping** on the ground under an August sun. For days there had been no rain. The earth was dry and **hard**. The little flower had held up its open mouth for rain, but no rain had come. And now it was dying of **thirst**.

As it lay dying a shadow passed over the sun. The air became dark. Heavy thunder rolled. **Flashes** of lightning chased each other across the sky. The birds **hushed** their singing. The very leaves of the trees stood still. At last two big **drops** fell at the **root** of the little flower. A moment, and then the air was full of raindrops. They lifted the dying flower. They washed it, **fed** it, and brought it **back** to life.

When the sun **broke** through the clouds, two great **tears glistened** on the flower's little cheek. They were tears of **thankfulness**. Then the flower lifted up its voice and said, "Thank you, raindrops, — good raindrops, — you have saved my life."

But the raindrops answered, "Do not thank us; thank the clouds; they sent us."

Then the flower lifted up its voice and said, "Thank you, clouds, — good clouds, — you have saved my life."

But the clouds answered, "Do not thank us; thank the sun. It saw you dying, and called us from the ocean. The winds heard you **sighing**, and brought us here to help you."

Then the little flower turned to the wind and the sun. The wind **bent** down to the earth, and stopped for a moment to hear its words. The sun sent down its **beams** to receive the flower's **message**. "Thank you, wind, — good

wind," said the little flower. "Thank you, sun,—good sun,—you have saved my life."

"Do not thank us," said the sun and the wind; "thank the good God. He saw you dying; he heard your sighing; he took **pity** on you. We, the sun and winds and clouds and falling raindrops, are only the givers of his **bounty**."

And the flower **breathed** a **prayer** of thanks to the great and good God.

LYMAN ABBOTT.

WHICH WAS THE STRONGER?

One day, the sun and the wind had a long talk about which of them was the stronger.

"I am stronger than you," said the wind to the sun.

"I think that you are not half so strong as I am," said the sun to the wind.

"Let us see which is the stronger," said the wind. "Do you see that tall man down there in the road?"

"I do," said the sun.

"Well," said the wind, "the one that can make him take off his coat is the stronger."

"Very well," said the sun. "We shall now see which is the stronger."

Then the wind started to blow in a calm way and ended with a big **roar**. But, blow as hard as he might, the man did not take off his coat.

Then the sun said, "I will make him take off his coat." The sun became very bright and very warm.

Before long, the man said: "It is very warm. I must take off this thick coat."

He did so and sat down to rest under a big palm tree.

EXERCISES.

a. *For phonic drill:—*

go	so	no	potato
grow	sow	know	blow
foe	doe	hoe	toe
boat	coat	coarse	coast
dough	court	course	shoulder

b. *Make a statement about each of the following:—*

Flowers; sun; rain; snow; thermometer; clouds; thunder; ships; apples; the King of Spain; the President of the United States; the Governor of Porto Rico.

c. *Explain the meaning of the following phrases:—*

Dying of thirst; broke through the clouds; lifted up its voice; breathed a prayer.

d. *Give the principal parts of the following verbs:—*

Hide; grow; rise; fall; lie; hold; stand; feed; bring; send; bend; think; become.

e. *For oral or written composition:—*

What is a newspaper? What does Congress do? Why is it hot in summer and cold in winter? What is snow? What is a thermometer? Where do clouds come from? What causes lightning? Thunder? What kind of weather do we have in Porto Rico?

f. *For translation into English:—*

1. El tiempo es un asunto de interés general. Los periódicos por lo general anuncian diariamente que tiempo puede esperarse que haga el día siguiente. Todos los que leen el periódico se interesan mucho en el tiempo y los cambios que tiene.

2. En las zonas templadas el tiempo cambia con mucha frecuencia. Puede que haga tormenta por la mañana y que sea muy agradable antes del medio día.

3. En el invierno nosotros tenemos frío intenso y en verano tenemos un calor sofocante. Además de esos cambios de una estación á la otra, con frecuencia hay cambios en un solo día.

4. El termómetro marca la temperatura. Unos días la temperatura sube ó baja hasta veinte ó treinta grados.

5. Una florecita yacía marchita en la tierra seca. Hacía días que no llovía y la flor estaba muriéndose de sed.

6. Por fin el sol se ocultó detrás de una nube, sonó el trueno y se vió el centelleo de los relámpagos. Pronto el aire se llenó de gotas de agua que lavaron la flor y la alimentaron.

7. La flor estaba muy agradecida á las gotas de agua y á las nubes. El viento trajo las nubes desde el océano y salvó la vida de la flor.

8. El viento parece que es más fuerte que el sol, pero el sol levanta el agua del océano y forma las nubes.

9. El viento no podría hacerle quitar el gabán á un hombre. Cuando el sol se puso caliente y brillante el hombre dijo: "Hace demasiado calor. Me tengo que quitar el gabán."

10. Hace un día agradable. El viento está soplando suavemente y el sol claro está brillando. Sentémonos á descansar bajo una palma.

LESSON X.

SELECTIONS FOR READING.

WORK.

No one can live without work of some **kind**, and the people who are most **successful** in the world are always those

who have worked the hardest. Many people work only with their hands, digging or cutting, or **performing** some other **task** which requires no special **training** or **education**: such work is known as "**unskilled labor**," and those who perform it are always poorly paid. Other men, who have learned some useful **trade**, work not only with their hands, but also with their minds; their work is "**skilled labor**," and they are always well paid. Carpenters, smiths, **shoemakers**, tailors, cooks, and **plumbers** are skilled laborers.

Then there are the people who work more with the mind than with the hand, such as teachers, doctors, lawyers and **clergymen**, who are called "**professional**" men; the work of a professional man is a "**profession**" and requires very long and expensive preparation. Their work is hardest of all, so they ought to be well paid.

But all kinds of work if equally well done are equally **honorable**. It is a **disgrace** for anyone to live upon the work of others, so long as he is able to support himself by his own labor.

THE PILGRIMS IN AMERICA.

Many years ago the people known as Pilgrims came to America in a small ship called the *Mayflower*. They were looking for a place in which to make their home, and they landed near Cape Cod on the coast of Massachusetts. The weather was very cold; the ground was covered with ice and snow. In their ship they had little food left and on the shore there were no houses. The only people there were the Indians and they were not willing to help the Pilgrims, but these brave men were not easily **discouraged**. They lived on board of the *Mayflower* until they could cut down trees and build a few houses. Then they came on shore and began their life in the new country.

The men built a strong **fort** and put a **fence** around their houses to keep out the **wild** animals and the Indians. Some of them **acted** as soldiers and stood on **guard** about the fort all the time, while the others cut down trees, **fished**, **hunted**, or did other kinds of work. The women also worked and even the little children were very busy. It was a long, hard winter for all of them. The weather was bitterly cold and their food was poor. Many of them died before the pleasant days of spring came; but in the spring the sun shone brightly, and the fresh grass, flowers and green leaves changed the appearance of all the country. Then the Pilgrims planted corn and vegetables and prepared for the cold of another winter.

They worked hard all summer and every day they gave thanks to God for their blessings; when they had gathered their harvest in the fall they said, "God has been good to us. Let us **set apart** a day for Thanksgiving." On that first Thanksgiving Day they prepared a **feast** of wild turkeys, and pies made from **pumpkins**, and cakes, and bread made of corn. They asked the Indians to dine with them on Thanksgiving Day, and some of them came, dressed in their **savage** robes. The men and the women put on their best clothing and at noon on the day which they had set apart for thanksgiving they all sat down to enjoy the great dinner.

Such was the origin of Thanksgiving Day, a holiday which has been observed in New England and **throughout** all the United States ever since that time. Each year the people gather at their homes to eat together and to express their thankfulness to God for the blessings which he has given them; and the roast turkey and the pumpkin pie always form a part of the Thanksgiving dinner.

MILES STANDISH AND THE INDIANS.

Among the men who went to America in the *Mayflower* was Captain Miles Standish. He was a good man and a brave soldier and the Pilgrims gave to him the task of guarding the fort. He was a stern, **silent** man and the people were willing to obey him because they believed that he was a wise general. He knew that the Indians were not pleased to have the white men settle near them and he was sure that some day they would make war upon the Pilgrims. On that account he worked hard to prepare his men to fight and to get guns and **ammunition** ready.

One day a soldier came to Captain Standish and told him that an Indian was outside the fort with a message for him.

"Bring him in," said the captain.

A moment later a tall Indian came into the room. He had long **feathers** in his hair and **paint** on his face, according to the custom of the Indians when they are ready to go into a battle.

"I have come," he said, "with a message of war from my people to the white men."

Stepping forward he gave to the captain the skin of a large **snake** filled with **arrows**. Captain Standish took the snake skin, but said not a word. Pulling the arrows out, he threw them on the floor and then filled the skin with **powder** and balls and gave it back to the Indian.

"This is my answer to your message of war," he said. "Tell your people that the white men are ready to fight."

When the Indians saw the powder and balls and received the message of the brave captain they were afraid. They decided not to make war, and for a long time the Pilgrims lived in peace.

EXERCISES.

a. *For phonic drill:—*

of	hot	drop	not
off	across	collar	cotton
ought	bought	brought	thought
for	form	morning	short

b. *Use each of the words in the first column in a question, and the corresponding word in the second column in an answer to the question:—*

(1)	(2)
work	hands
lawyers	work
ought	hard
disgrace	honorable
Pilgrims	Mayflower
plant	corn
Thanksgiving Day	turkey
message	Indians

c. *Explain the difference between a trade and a profession.*

d. *Observe the following words, and explain the significance of the prefix "un"—:*

Unknown (Lesson I); unattractive (VI); unskilled (X).

e. *Define the following words, using each in a sentence:—*

Unsatisfactory; unusual; unwise; untrue; uneducated; unlike; unthankful; unwilling; unpleasant; ungraceful; undignified; unchanging.

f. *Give the principal parts of the following verbs:—*

Dig; cut; pay; ought; leave; begin; build; shine; set; eat; bring; give.

g. *For oral or written composition:—*

Describe a fort. What work does a carpenter do? A shoe-maker? A tailor? A cook? A teacher? A doctor? A soldier? How may messages be sent? Where do feathers come from? What is a custom?

h. *For translation into English:—*

1. Los hombres afortunados siempre han trabajado con fuerza ó con sus manos ó con sus mentes. El capitán John Smith decía “El hombre que no trabaja no puede comer,” y es verdad que nadie tiene el derecho de vivir de la labor de los otros.

2. Los trabajadores inexpertos nunca se pagan bien, pero el que ha aprendido un oficio útil siempre puede soportarse á si mismo y á su familia por su propia labor.

3. El buen maestro de escuela debe tener una larga preparación. No hay profesión más honrosa pero hay varias que se pagan más. El que no ama su trabajo no debe enseñar.

4. Cuando los Peregrinos vinieron á América hacía un tiempo muy frío, y la tierra estaba cubierta de nieve. Desembarcaron en la costa de Massachusetts y empezaron enseguida á edificar sus casas.

5. Los indios no quisieron ayudarles y al fin los Peregrinos guerrearon con ellos. Edificaron una palisada grande alrededor de su fuerte y los soldados se mantuvieron en guardia por todo el tiempo.

6. ¿ Pero las mujeres no pudieron ayudar á los hombres? Frecuentemente ellas ayudaban á cortar los árboles. Y los niños pescaban ó trabajaban de varios modos. En la primavera plantaban el maíz.

7. En el día de acción de gracias tuvieron un festín

y comieron pavos y pastelones de calabaza y muchas otras cosas buenas. Todos los niños se pusieron su mejor ropa y se sentaron con sus padres para gozar de la buena comida.

8. Díos es siempre bueno para con nosotros. Debemos darle las gracias por todos los beneficios que nos ha dado.

9. El capitán era un hombre austero y callado, pero las gentes creyeron que era buen soldado. No tuvo miedo de los indios y estaba siempre dispuesto á luchar.

10. Un indio alto que tenía plumas en el pelo y pintada la cara trajo un mensaje al capitán. Le dió la piel de una culebra llena de flechas. Éste fué un mensaje de guerra.

11. El capitán sacó las flechas y llenó la piel de pólvora y balas y la devolvió al indio. Cuando los indios supieron que los hombres blancos estaban dispuestos á luchar, tuvieron miedo, y durante muchos años los Peregrinos vivieron en paz.

LESSON XI.

SELECTIONS FOR READING.

OUR KITH AND KIN.

Every person has, or has had, two parents — a father and a mother; four grandparents — two grandfathers and two grandmothers; eight great-grandparents, sixteen great-great-grandparents, and so on, **increasing in arithmetical progression** as we go back from generation to generation. Few people can **trace** their **ancestry** back for more than six or eight generations, and probably no one can **claim**

to know the names of all his grandparents and great-grandparents for even that number of generations.

People **descended** from a common ancestor are said to be **related** or **akin** to one another. The old Anglo-Saxon phrase "**kith and kin**" is sometimes used to include all our **relatives**, those **connected** by **ties of marriage** as well as our **blood relations**.

A man's **father-in-law** and **mother-in-law** are his wife's parents; her brothers and sisters **become** his **brothers-in-law** and **sisters-in-law**. The phrase "**in-law**" is added also to "**son**" and "**daughter**," but not usually to any other term of more **distant relationship**.

THANKSGIVING DAY AT THE BENSON'S.

Not for half a dozen years had the coming of Thanksgiving Day been a **matter** of such interest to the big family in the little house on the Benson farm. Father Benson had always found it hard enough to get beans and potatoes for the every day dinners for the seven little Bensons; and when **Grandfather** Benson had come to live with them, and **Aunt** Harriet Benson with her two children had been added to the family, it became a pretty **serious problem** to supply them all with three meals a day. Indeed there were many days when what they had for all three meals would hardly have been enough for one good dinner.

But this year the Bensons were to have a real Thanksgiving dinner with turkey and **cranberry sauce**, and vegetables of all kinds — potatoes, turnips and onions — and best of all, a real Thanksgiving **assortment** of pies. There were to be at least three kinds of pie, and what small boy — or big boy either, for that matter — could fail to rejoice at that **prospect**? The Thanksgiving preparations had been much **discussed**; as far back as the middle

of September when the oldest Benson boy had succeeded in getting a **job** in Merrill's grocery store at the **munificent weekly payment** of two dollars, Mother Benson had **promised** the children something good for Thanksgiving Day. The children had not forgotten this promise, but they had hardly realized what it meant until the last Thursday of November had really come. That morning they had even less than usual for breakfast, but as the preparations for the great dinner were already well under way nobody dared to **protest**; even the smallest of the Benson twins, who always had an **appetite** which refused to be satisfied, only looked **eagerly** at the closed **pantry** door and ate his little **bowl** of **mush** and milk without a word.

As soon as breakfast was over the little folks were **banished** from the house. Mother Benson and Aunt Harriet, with Sarah, the oldest Benson girl, and Cousin Emeline, Aunt Harriet's daughter, were all busy getting the turkey ready for the **oven**, **paring** potatoes and cutting up pumpkins. They had to set the table with the whitest tablecloth and **napkins** and the very best **china**. Each of the children had a **cup** and **saucer** of real china, which on ordinary occasions were not put on the table, but today the best of everything was to be used. There were the old silver **teaspoons** which had been a wedding present from Mother Benson's **great-aunt** Sally, and the silver-plated knives and forks, which could be polished until they looked like real silver. Of course, there were hardly enough to go around, but there were were half a dozen of each of them, and they helped greatly to **brighten** the table. Indeed there were not enough to go around, for besides the Benson family there were to be with them Uncle Silas Graham, Mother Benson's brother, with Aunt Lucy and the two little Grahams. The Benson children were not very well acquainted with these

cousins, for they lived in the city and very seldom had made a visit to their father's old home; but on Thanksgiving Day it doesn't take long for cousins to get acquainted, and half an hour after the little Grahams had arrived from the **rail-road station**, they were all playing together in the big barn.

And then when at last the dinner bell had sounded and the whole **troop** was hurrying to the house, an **unexpected arrival** **delayed** them for a few minutes. The new arrival was Aunt Harriet's oldest daughter Ruth, who had been married the year before and moved to Surry, and who now was bringing her husband and little baby to see her mother. For a moment it looked doubtful if the little house could be made to hold three more, but New England houses can always be extended on Thanksgiving Day, and room was soon made for them all.

How they **crowded** around the two big tables that Mother Benson and Sarah had set! The big **folks** sat in the dining room, and the little folks in the **kitchen**, for crowd as they might, they could never have put everybody, big and little, into one room.

Father Benson asked the blessing and then began to carve the big, brown turkey; Mother Benson **heaped** up the potatoes and the turnip on every **plate** and put **generous spoonfuls** of **gravy** over it all; Aunt Harriet looked **alternately** at her **son-in-law** and her daughter, and then gave loving **hugs** and **kisses** to her little **grandson**, whom she had **insisted** upon holding in her lap. The children waited with such **patience** as they could **command** until their plates reached them, and then lost no time in **emptying** them, and sending them back for another helping.

Such a good time as everybody had! When the big turkey was all gone, the pies were brought on; everybody had three pieces,—apple — **mince** — pumpkin; and one of

the Graham cousins almost cried because he could not decide which to eat first. And when Uncle Silas brought out the **bags of candy and nuts** which he had brought from the city for his **nephews and nieces**, the little Bensons could hardly **express their appreciation**. But I have been told that in some way or other all the candy and all the nuts soon **disappeared**. Thanksgiving Day comes only once a year, and small boys and girls can do wonders at the great feast.

EXERCISES.

a. *For phonic drill:— (Initial and final consonants).*

flat	thought	still	Spain
form	truth	stout	screen
first	cloth	strange	skirt
five	thin	roast	school
fine	thing	pleasant	skill

b. *Use each of the following words in an original sentence:—*

Father; grandfather; great-grandchildren; son-in-law; sister-in-law; cousin; nephew; aunt; generation; twins.

c. *Give synonyms* for the following words:—*

Little; big; hard; to rejoice; usually; banish; busy; folks.

d. *Give the principal parts of the following verbs:—*

Find; come; forget; mean; eat; set; bring; put; hold; send.

e. *Explain the phrases:—*

A Thanksgiving assortment of pies; for that matter; well under way; asked the blessing; generous spoonfuls;

* That is, words having practically or exactly the same meaning: for example, half a dozen — six; to hurry — to move quickly.

looked alternately at; for another helping; could hardly express their appreciation.

f. *For oral or written composition:—*

How far can you trace your ancestry? What are *distant* relatives? *Near* relatives? How is Thanksgiving Day observed in Porto Rico? What is a *problem*? A *serious* problem? How much did the oldest Benson boy earn per year? What relation was Mother Benson to the Graham children? What relation was she to Ruth? To Ruth's son? What is a railroad station?

g. *For translation into English:—*

1. Tengo dos padres, cuatro abuelos y ocho bisabuelos. El hermano de mi padre es mi tío y su hermana es mi tía. Los hijos y las hijas de mi tío son mis primos.

2. El pueblo americano no todo descende de un progenitor común. Muchas de las familias de Nueva Inglaterra trazan su linaje desde los Peregrinos que vinieron á América en el "Mayflower."

3. El padre de su esposa es su suegro y su madre es su suegra: el esposo de su hija es su yerno y la esposa de su hijo es su yerna.

4. La comida en el día de acción de gracias es asunto de mucho interés. Tienen que poner en la mesa el pavo asado y todas clases de legumbres. Los pequeñitos tienen apetitos que no pueden satisfacerse.

5. Tenemos una gran familia en nuestra pequeña casa. Mi abuelo y mi tío y cuatro primos han venido á vivir con nosotros. Es difícil hacer lugar para tanta gente.

6. ¿Quiere V. trincar el pavo y poner las papas en los platos? Los niños ya han comido todo lo que V. les dió y quieren otra porción. Quieren también algunos bombones y nueces.

7. No he olvidado su promesa. V. prometió pagarme dos pesos por el saco de papas que le traje desde el campo. Quiero el dinero para comprar un mantel para la mesa de mi madre.

8. Mis primos viven en la ciudad y les veo rara vez. ¿ Vienen el día de acción de gracias? Sí, vienen, y en poco tiempo nos conoceremos bien. Jugaremos juntos en el granero.

LESSON XII.

SELECTIONS FOR READING.

TRAVELING BY SEA.

When the Pilgrims crossed the ocean they came in a small sailing **vessel**, the *Mayflower*, and they had to spend many weeks on the **trip**. The hundred passengers were crowded into a small **cabin** where they **experienced** the greatest **discomfort**. For food they had only coarse bread and salt meat, dried beans and **peas**, and perhaps for a little while after leaving **port**, a few fresh vegetables. We can well imagine that they found even the snow covered coast of New England a **welcome** change from the **disagreeable** conditions on board of the *Mayflower*.

But today the voyage across the Atlantic may be made in less than one short week, in **steam-ships** that are often called floating **palaces**. **Modern** steam-ships are so large that they are hardly **affected** by the worst storms on the ocean. Their many cabins contain everything that is needed for the **comfort** and convenience of their passengers. There are very few **articles** of food which cannot be obtained as **readily** on a steam-ship in mid-ocean as in a city **hotel**.

On board the largest ships the most important news of the world is received by **wireless telegraph** and **daily** newspapers are published.

An ocean voyage, instead of being dangerous and **uncomfortable** as of old, is now a delightful **experience**. Every year thousands of people cross the Atlantic **merely** for **recreation**.

THE BOAT RACE.

The light west wind blowing across the broad **expanse** of the bay had only **rippled** the surface of the water. A big ocean **steamer** lay at **anchor** in the harbor, and a dozen small sail-boats **danced** around her, like a **flock** of **eager sea-gulls**. A little **further** from the shore lay a **huge** white **battle-ship**, her decks and **spars** gleaming in the clear light, and her flags **proudly** waving at **bow** and **stern**. Little steam **launches** ran from the ship to the shore and from the shore to the ship again, bearing visitors to the big **man-of-war**. Like noisy little children they hastened back and **forth**, their **shrill whistles** and **spluttering engines** seeming **constantly** to **proclaim** their own **vast importance**.

At the **dock** lay a boat from the battle-ship, the **crew** of sixteen sturdy sailors sitting erect, their **oars** standing up in front of them, their eyes on the **boatswain** standing at the stern. The little flag behind him was drooping on its **staff**, as the light breeze hardly lifted it.

Hurrying down the street came one of the ship's officers. He stopped beside the boat at the dock and the boatswain raised his hand in **salute**.

"Charlie, can you put me aboard the ship before that launch can get there?" exclaimed the officer, pointing to a launch just **swinging** out from the dock.

"If you say so, sir, we'll do it," answered the boatswain promptly.

"I do say so; I have a message that the captain must have before the passengers in that launch go aboard."

The officer **leaped** into the boat, and at the word of **command** from the boatswain, the boat's bow swung out, the oars fell to their places, and the men bent forward, all with the **exactness** and **precision** of **clock-work**. The little launch had the **start** and her noisy little engine was driving her at a good **speed** through the water, but in a moment the man-of-war's boat began to **gain** upon her. **Apparently** the passengers on the launch knew that they were being **pursued**, and soon the little **craft** was being driven at her highest speed. The **distance** between the two boats **widened**.

"Look out, Charlie, or we shall be beaten!" said the officer.

"Never fear, sir, we haven't begun to row yet," replied the boatswain. "If sixteen good men can't beat one little engine, I'll leave the navy!"

But the sixteen good men were certainly not gaining on the launch, and even when they began to row their best it appeared that they were **unable** to **overtake** the **swift** craft. Steam was showing itself stronger than **human muscles**. But suddenly the steady "puff-puff" of the launch's little engine stopped. Some **accident** had **occurred** and the **engineer** was trying to find the difficulty and to repair it. They were delayed for only a moment or two, but that was long enough; with quick, steady **strokes** the man-of-war's boat passed by and a minute later drew up at the side of the battle-ship.

EXERCISES.

a. *For phonic drill:—*

do	who	to
move	lose	prove
food	moon	school
you	group	soup

b. *Select eight irregular verbs from the reading lesson and use in original sentences both the present and the past tense of each of them.*

c. *Put an ADJECTIVE in place of each dash in the following:—*

1. The "*Mayflower*" was a ——— ship.
2. They ate ——— bread and ——— vegetables.
3. Do you hear the ——— whistle?
4. The Pilgrims were ——— men.
6. The girl has ——— eyes and ——— hair.
7. The old fashions seem ———, but the present ones are ———.
8. A ——— face indicates a ——— character.
9. The boy's mouth was ——— and his nose was ———.
10. His manners are ——— and ———.

d. *Explain the phrases:*

Lay at anchor; back and forth; precision of clock-work; had the start; distance — widened; look out; to be beaten.

e. *For oral or written composition:—*

Why is salt meat eaten at sea? What is a palace? Why does a ship carry flags? What is the purpose of a whistle? What is an accident? What is an engine? What is the difference between a row-boat and a sail-boat? What is a salute?

For translation into English:—

1. Los Peregrinos experimentaban muchas incomodi-

dades cuando cruzaron el océano en el barco "Mayflower." Los alimentos eran muy malos.

2. Ahora podemos cruzar el océano en menos de una semana. Un vapor moderno es como un hotel grande. Los pasajeros pueden gozar de todas las comodidades.

3. Un viaje en el océano en un vapor grande no es peligroso. Los pasajeros reciben las noticias por medio del telégrafo sin hilos. Las tormentas no afectan á los barcos grandes.

4. Las lanchas y los pequeños botes de vela navegan en los puertos. Ellos no pueden cruzar el océano. Un buque de guerra es un barco muy grande.

5. Cuando los vapores entran en el puerto suenan los pitos y tocan las campanas. Con frecuencia van muchos visitantes á bordo de los vapores grandes que están anclados en el puerto.

6. Los marineros empleados en la marina usan ropa blanca ó azul. Los oficiales usan uniformes brillantes. ¿ Por qué es que los marineros saludan cuando los oficiales pasan por delante?

7. Un bote de remo anda con los remos. Los hombres reman el bote. Un bote de vela anda con el viento. El viento sopla contra las velas.

8. Un barco de vapor tiene máquinas grandes. Las máquinas hacen andar el vapor con mucha velocidad. Un buen vapor es mucho más veloz que un barco de vela.

9. Cualquier accidente que le ocurra á las máquinas podría retardarnos. Usted tiene que averiguar la dificultad y componer la máquina. Si ocurre una accidente el vapor se parará.

10. La lancha ha ganado terreno al bote de vela. Los hombres del bote de remos han puesto los remos en su

lugar. Ellos reman con golpes muy fuertes y hacen andar el bote hacia adelante con rapidez.

LESSON XIII.

SELECTIONS FOR READING.

TRAVELING BY LAND.

Changes in **modes** of traveling on land have been equally as great in the past hundred years as the change from the **caravels** of Columbus to the modern ocean steam-ship. Formerly people could make a journey only on **horseback** or in **carriages**, usually over very bad roads or over no roads at all. Under the most **favorable** conditions they could hardly travel more than thirty or forty miles a day. Now, **seated** in a comfortable seat in a **railway** coach, a passenger may ride sixty miles an hour. Or in his **automobile**, or even on a bicycle, a man may go further in an hour than his ancestors could have traveled in a day.

Perhaps before many years we may ride through the air in flying **machines**, making our way about like the birds. But as yet, although men have sailed through the air in **balloons**, no one has discovered a way to fly.

THE RAILROAD.

Doubtless nearly every man who has had a new idea has been laughed at by the people of his time, and has had to **struggle** with so-called wise men who have not been able to recognize the truth. The story of Columbus is very similar to the stories of dozens of other men of **genius**. A **noted philosopher** once said "Not one man in a thousand

has one **original** idea in all his **lifetime**, nor can one in a thousand recognize the **value** of another man's idea until it has been fully proved." When George Stephenson, in 1829, was building the first **practical locomotive**, the professional engineers of the time **ridiculed** him and called him a **fool**. Newspaper writers said that the locomotive would kill the birds and the cows, and declared that if passengers were carried at a speed of twelve or fifteen miles an hour they would be unable to breathe and would die in the coaches.

The story is told of a **committee** of gentlemen who were **considering** Stephenson's plans, and who were not ready to believe that his **claims** could be true.

"Now, Mr. Stephenson," said one of the gentlemen, "do you really think your engine could go ten miles an hour?"

"It certainly can," answered the engineer.

"Perhaps it could go twelve miles an hour?" continued the **questioner**.

"Yes, sir, I have no doubt that it can."

"Or even fifteen miles an hour?"

"Yes, sir, it can go faster than that."

"Well, now," said the gentleman, "suppose a locomotive were really traveling at so high a speed, and a cow should get in the way. Wouldn't that be a little **inconvenient**?"

"Yes, sir," answered Stephenson promptly, "It would be *very* inconvenient — for the cow!"

In **spite** of all opposition the locomotive very quickly made a place for itself, and today the world is almost covered with a **network** of railways. The first locomotives were small and **clumsy**; they drew trains of coaches which resembled the ordinary carriages drawn by horses on the common roads. Modern locomotives and railway cars have little **resemblance** to those used even fifty years ago.

The dining cars on American railroads are **luxurious** ho-

tels on **wheels**. Each car is a dining room with seats for about forty persons, and has a kitchen with hot and cold water, china and linen **closets**, and all the articles of food that can be **desired**.

Then there are sleeping cars in which travelers make themselves at home for long journeys. The seats which they occupy by day can be **turned into** comfortable **beds** at night, so that passengers can sleep as well when riding forty or fifty miles an hour as when in their own homes.

AT THE TICKET OFFICE.

Passenger. Please give me a **ticket** to Chicago.

Ticket Agent. On what train are you going?

Passenger. On the train leaving at twelve thirty-two.

Ticket Agent. Here is your ticket; the **fare** is eighteen dollars.

Passenger. Does that **include** a **berth** in a sleeping car?

Ticket Agent. No, sir. You must get your **sleeper** at the Pullman office on the other side of the room.

Passenger. Is there a dining car on that train?

Ticket Agent. Yes, sir; that train has day coaches, **smoking** car and **observation** car.

Passenger. Thank you. Now I will get my sleeper ticket. (*Goes to the Pullman office.*) Can you give me a berth on the twelve thirty-two train to Chicago.

Agent. Do you want upper or lower?

Passenger. Which is better?

Agent. Most people prefer a lower berth.

Passenger. Well, I think I prefer a lower berth. How much is it?

Agent. Two dollars and a half. Here is your ticket; lower fourteen.

Passenger. Now I must get my baggage checked. Where shall I go?

Agent. Over there where you see that sign "Outward Baggage."

Passenger. Thank you. (*Goes to baggage room.*) I wish to get my trunk checked to Chicago.

Baggage Master. Yes, sir. Where is the trunk?

Passenger. It is just **outside** the door.

Baggage Master. Have you your ticket?

Passenger. Yes, here it is.

Baggage Master. All right. Here is your check.

Passenger. Now I am ready to go on board of the train.

EXERCISES.

a. *For phonic drill:—*

book	good	wolf
could	would	should
full	put	pull
blood	done	month
love	some	won

b. *Select eight ADVERBS from the reading lesson and use each of them in an original sentence.*

c. *Complete each of the following sentences by the addition of two or more words:—*

- Formerly people journeyed only ———
- Some day we may ride ———
- No one has ———
- The people laughed ———
- The engine can go ———
- The first railway coaches ———

7. The seats in the sleeping car ———
8. When you travel by rail you must ———
9. In your trunk you carry ———

d. *Give the principal parts of the following verbs:—*

Ride; fly; build; think; go; draw; sleep; give; get.

c. *For oral or written composition:—*

What is a good road? A bad road? Describe a bicycle. What is a philosopher? What is a fool? What is a committee? How does the train of a lady's dress resemble a railway train? What connection is there between the "china" used in a dining room and China, the country? Why are there no sleeping cars on the railroads of Porto Rico? Why is a lower berth better than an upper berth?

f. *For translation into English:—*

1. Han habido muchos cambios en el modo de viajar por tierra desde los tiempos de Colón. Nosotros tenemos caminos buenos en todo el país.

2. La gente antes sólo podía viajar á caballo, porque los caminos eran muy malos. Algunas veces podían viajar veinte ó treinta millas al día.

3. En un tren con cochecama los pasajeros pueden dormir tan cómodamente como si estuvieran en cama en su casa. Se pueden hacer viajes largos sin incomodidad.

4. Los globos puede que lleguen á ser tan comunes como las bicicletas y los automóviles. Nadie ha inventado todavía una máquina de volar, pero no debemos reirnos de la idea.

5. George Stephenson construyó una locomotora práctica en el 1829. Se llamaba el "Comet." Era muy pequeña y tosca.

6. Los caballeros que componían el comité le pregun-

taron con qué velocidad podía andar la locomotora. Ellos no creían su historia y se rieron de sus planes.

7. Nosotros comeremos en el comedor del tren. Es tan bueno como un hotel de ciudad y podemos comer cualquier plato que queramos.

8. Hágame el favor de darme un billete para Ponce. Yo deseo que me registren mis baúles. ¿Dónde debo ir?

9. Yo prefiero viajar en un tren con cochecama. Yo tengo la litera baja No. 10. Yo quiero almorzar en el comedor del tren á las siete.

LESSON XIV.

SELECTIONS FOR READING

UNITED STATES MONEY.

The money of the United States has always been **reckoned** by what is known as the “**decimal** system” — that is, the system in which each **unit** is ten times as great as the next smaller unit. We are all familiar with the old **table**:—

10 **mills** make one cent;

10 cents make one **dime**;

10 dimes make one dollar;

10 dollars make one eagle.

It is a pity that the **founders** of the **republic** did not also adopt the decimal system of weights and **measures**; then we might not have to struggle to remember whether twelve **ounces** makes a pound **troy** or a pound **avoirdupois**, or try to keep in mind the number of feet in a **rod**.

In the days of the colonies, as now, English money was made in pounds, **shillings** and **pence**. One penny is equal

to two cents, one shilling to twenty-four cents and a pound to about \$4.86.

The American **coins** are the cent, or "**copper**," the five cent piece, or "**nickel**," so called from the metals of which they are made; the ten cent piece, or dime; the twenty five cent piece, or "quarter"; the fifty cent piece or half-dollar, and the dollar, all of silver; and gold pieces of the value of five dollars, ten dollars and twenty dollars.

Coins are made at a "**mint**"; the United States mints are at Philadelphia, New Orleans and San Francisco. On the larger coins you may sometimes see just below the tail-feathers of the eagle an "O" or an "S"; this is the "mint-mark"; "O" indicates that the coin was made at New Orleans, "S" that it was made at San Francisco. A coin which has no mint-mark was made at Philadelphia.

THE PINE-TREE SHILLINGS.

Captain John Hull was the mint-master of Massachusetts, and **coined** all the money that was made there. This was a new business; for, in the earlier days of the colony, the **current coinage** consisted of gold and silver money of England, Portugal, and Spain. These coins being **scarce**, the people were often **forced** to **barter** their **commodities** instead of selling them.

For **instance**, if a man wanted to buy a coat, he perhaps **exchanged** a **bear-skin** for it. If he wished for a **barrel** of molasses, he might purchase it with a **pile** of **pine boards**, **Musket-bullets** were used instead of **farthings**. The Indians had a **sort** of money, called **wampum**, which was made of **clam-shells**; and this strange sort of **specie** was **likewise** taken in payment of **debts** by the English settlers. **Bank-bills** had never been heard of. There was not money enough of any kind, in many parts of the country, to pay

the **salaries** of the **ministers**; so that they sometimes had to take **quintals** of fish; **bushels** of corn, or **CORDS** of wood, instead of silver or gold.

As the people grew more **numerous**, and their trade with one another increased, the **want** of current money was still more strongly felt. To supply the **demand**, the General Court passed a law for establishing a coinage of shillings, sixpences, and threepences. Captain John Hull was appointed to manufacture this money, and was to have about one shilling out of every twenty to pay him for the trouble of making them.

All the old and new silver in the colony being **melted** down and coined, the **result** was an **immense amount** of **splendid** shillings, sixpences, and threepences. Each had the date; 1652, on the one side, and the figure of a pine-tree on the other. **Hence** they were called pine-tree shillings. And for every twenty shillings that he coined, you will remember, Captain John Hull was **entitled** to put one shilling into his own pocket, and so diligently did he labor, that, in a few years, his pockets, his money-bags and his strong box were overflowing with pine-tree shillings.

When the mint-master had grown very rich, a young man, Samuel Sewall by name, came **a-courting** to his only daughter. His daughter — whose name I do not know, but we will call her Betsey — was a fine, **hearty damsel**, by no means so slender as some young ladies of our own days. On the **contrary**, having always fed **heartily** on pumpkin-pies, **doughnuts**, Indian puddings, and other **Puritan dainties**, she was as round and **plump** as a pudding herself. With this round, **rosy** Miss Betsey did Samuel Sewall fall in love. As he was a young man of good character, **industrious** in his business, and a member of the **church**, the mint-master very readily gave his **consent**.

"Yes, you may take her," said he, in his rough way, "and you'll find her a heavy **burden** enough!"

On the wedding day, we may suppose that honest John Hull dressed himself in a plum-colored coat, all the buttons of which were made of pine-tree shillings. On the **opposite** side of the room, between her **bridesmaids**, sat Miss Betsey. She was **blushing** with all her **might**, and looked like a **full-blown peony**, or a great red apple.

There, too, was the **bridegroom**, dressed in a fine **purple** coat and gold-lace waistcoat, with as much other **finery** as the Puritan laws and customs would allow him to put on. His hair was cut close to his head, because Governor Endicott had **forbidden** any man to wear it below the ears. But he was a very handsome young man; and so thought the bridesmaids and Miss Betsey herself.

The mint-master also was pleased with his new son-in-law; especially as he had **courted** Miss Betsey out of pure love, and had said nothing at all about her **portion**. So, when the marriage ceremony was over, Captain Hull whispered a word to two of his men-servants, who immediately went out, and soon returned, bringing in a large pair of **scales**. They were such a pair as **wholesale** merchants use for weighing **bulky** commodities; and quite a bulky commodity was now to be weighed in them.

"Daughter Betsey," said the mint-master, "get into one side of these scales."

Miss Betsey — or Mrs. Sewall, as we must now call her — did as she was **bid**, like a **dutiful** child, without any question of the why and **wherefore**. But what her father could mean, unless to make her husband pay for her by the pound (in which case she would have been a dear **bar-gain**), she had not the least idea.

“And now,” said honest John Hull to the servants, “bring that box **hither**.”

The box to which the mint-master pointed was a huge, square, **iron-bound, oaken chest**, big enough for the children to play in. The servants could not lift the enormous box and were **obliged** to drag it across the floor. Captain Hull took a **key** from his pocket, **unlocked** the chest, and lifted its **ponderous lid**. **Behold!** it was full to the **brim** of bright pine-tree shillings, fresh from the mint; and Samuel Sewall began to think that his father-in-law had got possession of all the money in the Massachusetts **treasury**. But it was only the mint-master’s honest **share** of the coinage.

Then the servants, at Captain Hull’s command, heaped **double handfuls** of shillings into one side of the scales, while Betsey remained in the other. **Jingle, jingle**, went the shillings, as handful after handful was thrown in, till, plump and ponderous as she was, they at last weighed the young lady from the floor.

“There, son Sewall!” cried the honest mint-master, **re-suming** his seat in Grandfather’s chair, “take these shillings for my daughter’s portion. Use her kindly, and thank Heaven for her. It is not every wife that’s **worth** her weight in silver!”

NATHANIEL HAWTHORNE (Abridged).

EXERCISES.

a. *For phonic drill:—*

use	huge	pure	June
few	hew	pew	Jew
true	due	blue	beauty
fruit	suit	cruise	crew

- b. *Observe the connection between the following words, and explain the significance of the suffix "ful":—*

Beauty, beautiful; duty, dutiful; thanks, thankful; truth, truthful; wonder, wonderful.

- c. *Define the following words, using each in a sentence:—*

Graceful; hopeful; fearful; disgraceful; successful; skillful; doubtful; thoughtful; healthful; youthful.

- d. *Explain the phrases:—*

Current coinage; a sort of money; fall in love; member of the church; a dear bargain; worth her weight in silver.

- e. *Give the principal parts of the following verbs:—*

Know; see; fall; pay; feed; sit; think; bring; begin; take.

- f. *For oral or written composition:—*

Why was the name "eagle" given to an American coin? What is a republic? a colony? Of what metal is each American coin made? Tell all you can about Philadelphia. New Orleans. San Francisco. Why is San Francisco an especially suitable place for a mint? What are bank-bills? What kinds of paper money are issued by the United States? Who was Governor Endicott? If a pound of silver contained sixty shillings, about how much, in dollars, was Betsey's wedding portion? Is it customary in Porto Rico to give a wedding portion with the bride?

- g. *For translation into English:—*

1. ¿Podría V. darme la tabla de moneda americana? Ciertamente, es muy fácil pues la moneda americana se calcula por el sistema decimal.

2. ¿Cuántas onzas tiene una libra? Una libra *avoir-*

du pois tiene dieciseis onzas, y una libra *troy* tiene doce onzas.

3. La moneda inglesa se divide en libras esterlinas, chelines y peniques. Doce peniques hacen un chelín, y veinte chelines hacen una libra esterlina.

4. Al centavo con frecuencia le dicen "cobre," y á una moneda de cinco centavos le dicen "níquel." Las demás monedas son de plata ó de oro.

5. La casa de moneda de Filadelfia es la más antigua de los Estados Unidos, pero la de San Francisco es más grande. Es la más grande del mundo.

6. Cuando el dinero escasea la gente muchas veces se ve forzada á cambiar unos artículos por otros. ¿Quiere V. darme un sombrero de paja por un galón de melaza?

7. Al Capitán Hull de cada veinte chelines le daban uno y se hizo muy rico. Él tenía cajas y sacos llenos de dinero.

8. Su hija no era pálida y delgada, sino rosada y gruesecita. Ella comía pastelones de calabaza y otras golosinas y estaba tan rolliza que parecía un pudín.

9. El joven era trabajador y de buen carácter y muy buen mozo. Él se enamoró de la bonita joven y le preguntó si quería casarse con él.

10. Los criados pesaron la tremenda caja de plata y el Capitán se la regaló á su yerno. Él le suplicó al joven que tratase á su hija con bondad.

LESSON XV.

SELECTIONS FOR READING.

MEASURING TIME.

In early Rome time was **measured** by water **clocks**. These were **vessels** of a certain size from which water constantly **leaked** through a small hole in the bottom. Lines around the **inside** of the vessel indicated the hours. Later, **sand** was used instead of water and the **hour-glass** was **invented**. This consisted of two glass globes, joined together by a small **tube**: the sand in the hour-glass was intended to run all from one globe to the other in exactly one hour: then the hour-glass could be **inverted**, and the sand would run back to the first globe in another hour.

England's first famous king, Alfred the Great, who was very careful not to **waste** time, measured the passing hours by **burning** candles, each made of such a size that it burned exactly four hours.

About the twelfth century clocks came into use, but for many years they were so expensive that they could be owned only by the rich. Their wheels were made of wood, and they were kept in motion by means of weights which "ran down" and then had to be "**wound up**." In modern clocks **springs** of **steel** have taken the place of the weights, but we still use the term "run down" when a clock stops, and we "wind" or "wind up" the clock when we **tighten** the spring. The **works** of a modern clock are made of **brass** and steel, or, in clocks of the highest **grade**, of nickel. Nickel is not easily affected by changes in temperature, and hence clock-works made of that metal are more **accurate** than those made of brass.

The most important difference between a clock and a watch is that a watch will run in any position, while a clock, or at least, an old-fashioned clock, will not go unless held **upright** and steady. But the small alarm-clocks, which are now so common, are like watches in this **respect**—they, too, will run and keep accurate time in any position.

The **pendulum**, which served to **regulate** the **action** of the **machinery** in old clocks, is not used in small modern clocks and watches. In its place is a **balance** wheel, which, constantly turning back and forth, causes the **ticking** with which we are so familiar.

A “**striking**” clock indicates the hours by striking on a little **gong** or bell the corresponding number of strokes. Some clocks also strike the half hours, usually with a single stroke.

THE DISCONTENTED PENDULUM.

An old clock had stood for fifty years in a farmer's kitchen without giving its **owner** any cause to complain. Early one morning it suddenly stopped. Upon this, the **Dial** (if we may believe the fable) turned pale with alarm. The Hands tried in **vain** to go on; the Wheels stood still with **surprise**; and the Weights hung **speechless**. Each was ready to lay the **blame** on the others.

At length the Dial asked the cause of the trouble. Then Hands, Wheels, and Weights, with one voice, all said that they did not know.

But a **faint tick** was heard below, from the Pendulum, who said:—

“I am the cause of the present trouble, and I am willing to tell my reasons. The truth is, I am tired of ticking.”

Upon hearing this, the old clock became so angry that it was on the **point** of striking.

"Lazy thing!" exclaimed the Dial, holding up its hands.

"Very good, **Mistress** Dial," replied the Pendulum. "It is very easy for you to call other people lazy! You have nothing to do but to **stare** people in the face, and watch all that goes on in the kitchen! Think how you would like to be shut up all your life in this dark closet, and **wag backwards** and forwards year after year, as I do."

"As to that," said the Dial, "is there not a window in your house for you to look through?"

"For all that," replied the Pendulum, "it is very dark here. And if there is a window, I dare not stop, even for an **instant**, to look out.

"Besides, I am tired of my way of life. If you wish, I will tell you how I came to **dislike** my work.

"This morning I happened to count up how many times I should have to tick in the next twenty-four hours. Perhaps some of you, above there, can tell me the exact **sum**?"

The Minute Hand **instantly** replied, "Eighty-six thousand four hundred times."

"Exactly so," replied the Pendulum. "Now I ask all of you, if the thought of this is not enough to tire one?"

"When I began to multiply the strokes of one day by those of months and years, it is no wonder that I felt discouraged. So, after a great deal of thinking, I said to myself, 'I'll stop!'"

The Dial could **scarcely** keep a **sober** face during this speech; but at last it said:—

"Dear Mr. Pendulum, I am astonished that such a useful, busy person as you, should have been discouraged by this.

"It is true, you have done a great deal of work in your time. So have we all, and are likely to do. This work may **weary** us to *think* of, but the question is, will it tire us

to *do* it? Will you now do me the **favor** to give about half a dozen strokes, to help make my meaning clear?"

The Pendulum did as he was asked, and ticked six times at his usual **rate**.

"Now," said the Dial, "may I ask if that ticking was at all hard or **unpleasant** for you?"

"Not in the least," replied the Pendulum. "It is not of six strokes that I complain, nor of sixty, but of *millions*."

"Very good," replied the Dial, "but remember that you are asked to make but one stroke at a time. Remember, too, that **however** often you have to swing, a moment will always be given you to swing in."

"That is a very good thought," said the Pendulum.

"Then I hope," said the Dial, "we shall all return to our work at once; for the **servants** will lie in bed till noon if we stand **idle** like this."

Upon this the Weights did all they could to make the Pendulum begin.

Then the Wheels began to turn, the Hands began to move, the Pendulum began to swing again, and the clock ticked as loudly as ever.

A beam of the rising sun, that came through a hole in the **shutter**, fell upon the Dial, and it looked as bright and **cheerful** as if nothing had been the matter.

When the farmer came down to breakfast, he declared upon looking at the clock, that his watch had gained half an hour in the night.

Adapted from JANE TAYLOR.

EXERCISES.

a. *For phonic drill:—*

but	blush	bulky	bunch
cousin	country	double	trouble
blood	month	dozen	another
plum	plump	thumb	touch

b. *Observe the connection between the following words and explain the significance of the suffix "less":—*

Fear, fearless (Lesson VI); wire, wireless (Lesson XI); doubt, doubtless (Lesson XII); speech, speechless (Lesson XIV).

c. *Define the following words, using each in an original sentence:—*

Lifeless; noiseless; careless; hopeless; moneyless; friendless; sleepless; coatless; blameless; sightless; tireless; useless; meaningless; cheerless; cloudless.

d. *Explain the phrases:—*

To lay the blame on others; on the point of striking; for all that; keep a sober face; to make my meaning clear; gained half an hour; tried in vain.

e. *Give the principal parts of the following verbs:—*

Run; keep; wind; hold; stand; hang; lay; know; shut; think; give; lie; rise.

f. *For oral or written composition:—*

How may time be measured by aid of the sun? Who was Alfred the Great? Of what were the weights of a clock made? What is the usual effect on metal of changes in temperature? What is the use of alarm clocks? Describe the appearance of a watch. Where are clocks and watches manufactured? Why should a person "turn pale" with alarm? What is a fable? Why are the

words Pendulum, Dial, Wheels, etc., in this selection begun with capital letters?

g. *For translation into English:—*

1. La arena en el reloj va á salirse todita por el rotito que hay en el fondo. Años atrás la gente usaba vasijas de agua para medir el tiempo.

2. Alfredo el Grande era un rey muy cuidadoso. Á él no le gustaba malgastar el tiempo. Él medía las horas por medio de velones encendidos.

3. Por espacio de muchos años los relojes buenos costaban muy caros. Ahora hasta las gentes más pobres pueden tenerlos. Un buen reloj lleva el tiempo fijo.

4. El reloj se paró durante la noche. Tenemos que darle cuerda enseguida. El péndulo es demasiado largo. El reloj no marca bien la hora.

5. El despertador le despertará exactamente á las cuatro de la mañana. Usted tiene mucho que trabajar mañana y tiene que comenzar temprano.

6. Este reloj viejo ha estado andando cincuenta años sin parar. Anoche se nos olvidó darle cuerda y ahora está sin andar. El péndulo no se mueve.

7. Yo estoy cansada de estudiar el inglés: cuando pienso en el gran número de palabras que tengo que aprender, se me quita el ánimo. Yo he decidido cesar en mi trabajo.

8. Cuando el reloj estuvo con cuerda las ruedas comenzaron á moverse y la manecilla á andar. El reloj dió la hora y el labrador despertó.

9. Á mí no me gusta estar encerrada en cuartito oscuro. No entra luz por la ventana porque no ha salido el sol.

10. El reloj tiene cara, manecilla, ruedas, cuerda ó

peso y un péndulo ó rueda de balance. Los mejores mecanismos de reloj son de níquel.

LESSON XVI.

SELECTIONS FOR READING.

IN THE SCHOOLROOM.

A modern schoolroom is carefully planned to **secure** the best possible conditions for the pupils who are to occupy it. Skilled **architects devote** their **attention** to the **arrangement** of the doors and windows in order that the light may be plentiful and **properly** distributed. The placing of the desks, the **width** of the **aisles** and the **location** of the black-boards are all duly considered. And in the cold countries of the North a very large share of the **builder's** attention must be given to methods of **heating** and **ventilating** the rooms.

The **supplies** of the modern schoolroom are much more **abundant** than the supplies provided for our fathers and grandfathers. They carried to school with their one or two old books a small **slate** and a pencil, and with these **aids** they had to do all their work. Now the children need carry little or nothing with them, but they are given books of all kinds, paper, pencils, pens and ink, crayon and **erasers**. The schoolrooms are **furnished** with **charts**, globes, pictures, flags, and many other things to make them attractive to the children. The day has passed when children found the schoolroom dull and disagreeable: today our children like to go to school because it is one of the brightest and most cheerful places that they know. Their work is done more easily

under favorable conditions, and good and **lasting** impressions are made upon the **youthful** minds.

AN OLD TIME SCHOOL.

About a hundred years ago there lived a schoolmaster named Thomas Peters. The boys called him "Old Peters." He was a very learned man and knew a great deal of **Latin** and **Greek**. He taught for six months in the year and the rest of the time he hunted and fished; so he was just as good a **hunter** as he was a teacher. In those days there were no fine schoolhouses as there are now. Indeed, in some places you might travel for many miles and never see a schoolhouse at all.

The house in which "Old Peters" taught was built of logs, and had one room, one door and two windows. The floor, which was made of pine logs **split** in two, had large **cracks** in it. Windows were made by **sawing** through the logs in each side of the house. In winter these windows let in more cold than light.

To keep out the cold winds, **clay** and **sticks** had been placed between the logs of which the house was built; but on warm days the boys would **punch** out the clay to get fresh air. So in winter it took a great roaring fire to keep the children warm.

The **fireplace** took up nearly the whole of one end of the room. In cold weather large logs were **piled** upon the fire until the flames leaped up the **chimney** and the heat went to all parts of the room. At such times no one could sit in the chimney **corner**; but when the fire was low, five or six children could sit in the corner of this big fireplace at the same time.

Very little **furniture** was in the room. The teacher's table and chair stood in one corner. **Benches** without **backs** were

placed here and there for the pupils. There was a long desk built along the wall, which was used as a writing desk by the children who were far enough **advanced** to begin writing. The younger children had to do without desks. They used to sit on the benches and hold their books and slates on their knees.

Usually things went along **smoothly** in this school; the pupils learned their lessons well, for all of them feared the teacher. But one day "Old Peters" came into the schoolroom with a **frown** on his face. The boys and girls began to feel **uneasy**, and kept watching the large **bundle** of **switches** that he had near his desk. It was **plain** that he was in a bad humor and that trouble was ahead.

"Get your spelling lesson!" said the master, and every pupil began to study the lesson **aloud** and to **sway** backward and forward in his seat, keeping time to the parts of the words as he spelled them aloud. That was the way they studied a spelling lesson in those days.

Now, it happened that one boy knew his lesson already. He moved backward and forward with the others; but, instead of **pronouncing** the words, he was saying, "Old Peters, Old Pete, Old Peters, Old Pete." The end of the lesson was soon reached, and the class stopped studying aloud. This boy was not looking at his book, and before he could **check** himself, the words "Old Pete" **sounded** loud and clear in the quiet room.

All the children laughed, and "Old Peters" called the boy to his desk. He then reached for a switch and gave the boy a **severe whipping**. After this he made him stand in a corner on one foot.

When the class was called up for the spelling lesson, this boy had to come too. All the children stood in a long row and, when the master spoke the words of the lesson, they

had to take turns in spelling them aloud. The child who missed a word had to give his place to the one who spelled it. Thus a poor **speller** would move farther and farther down the line, until at last he reached the foot of the class.

The boy who had been **whipped** was so **frightened** that he missed all the words. Then the master made him stand upon the **dunce stool**. At this the boy began to cry, but his crying did not **soften** the master's heart. He made one of the other children hold a book bag before him to **catch** the tears.

This was one of the ways the master of an old-time school **punished** a pupil for doing wrong or for missing a lesson.

From North Carolina History Stories.

EXERCISES.

a. *For phonic drill:—*

earth	heard	search	early
berth	clerk	term	verb
bird	first	girl	skirt
world	word	worse	worth
curl	turkey	church	purple
myrtle	journey	martyr	

b. *Observe the following words and explain the significance of the suffix "ward."*

Eastward, westward (Lesson I); outward (Lesson XII); backward, forward (Lesson XV. Forward = fore-ward.)

c. *Define, using each word in an original sentence:—*

Upward; downward; inward; homeward; heavenward.

d. *Explain the phrases:—*

Took up nearly the whole end of the room; it was

plain ; things went along smoothly ; to take turns ; soften the master's heart ; keeping time to the parts of the words.

- e. *Use each of the words in the first column in a question, and the corresponding word in the second column in an answer to the question:—*

(1)	(2)
school room	architect
windows	light
supplies	abundant
children	cheerful
frown	humor
punish	aloud

- f. *Give the principal parts of the following verbs:—*

Build ; let ; take ; sit ; go ; feel ; begin ; say ; stand.

- g. *For oral or written composition:—*

What is an architect? How ought the windows in the school room to be placed? What is the use of blackboards? Which is the better for school work, slates or paper? What is an eraser? What is Latin? Greek? What is a log? Why is fresh air necessary? What furniture is needed in a school room? What is the dunce stool? How do you punish pupils who miss their lessons?

- h. *For translation into English:—*

1. El salón de escuela debe calcularse muy cuidadosamente. Las ventanas deben estar bien ordenadas para que la luz sea abundante.

2. El arquitecto ha dedicado su atención á poner las pizarras y los pupitres en su sitio. Nosotros queremos que el pasillo central y las puertas de frente sean anchas. Las ventanas deben quedar á espaldas de los alumnos ó al lado izquierdo.

3. Nuestras escuelas están bien amuebladas con los

mejores objetos. Cada alumno tiene libros, papel, lápices y plumas. Cada salón tiene un globo y varios mapas.

4. Á los niños les gusta ir á un salón agradable y simpático. Antes á los niños no les gustaba la escuela y les tenían miedo á los maestros. Los trabajos de los niños de antes no eran tan buenos como los de los niños de hoy.

5. Un maestro puede ser un hombre docto y sin embargo no ser un buen cazador. Un hombre puede saber mucho latín y griego, y no saber como deletrear todas las palabras inglesas.

6. Las casas antiguas estaban hechas de troncos de árboles. Tenían hogares muy grandes en la cocina, pero muy pocos muebles. Una mesa y unas cuantas sillas eran suficientes.

7. El maestro de escuela estaba de mal humor. Tenía el ceño fruncido y los niños le tenían miedo. Él levantó el manojo de varas del escritorio.

8. El niño se equivocó en una palabra y los demás niños se rieron de él. Él comenzó á llorar pero el maestro lo hizo pararse en una esquina. Entonces empezó a leer su lección.

9. Los alumnos estudiaban en alta voz, y pronto llegaron al final de la lección. Uno de los niños no estaba mirando á su libro. El maestro lo castigó por reirse de los otros.

LESSON XVII.

SELECTIONS FOR READING.

DOMESTIC ANIMALS.

Chief among the animals upon which we **rely** for constant help is the faithful horse, which has been a companion and a servant of man since the early days of the world. When men first began to use horses to aid them in their work they made their first step toward **civilization**. The horse has **shared** with the dog the first place in the **affection** of many men. Both are found in almost every part of the world, and **wherever** they are found, they are always constant and faithful servants and friends.

The cow and the goat give us milk and butter and cheese. No other **contributions** to our food supply are of more value than these, and there seem to be no others which can take their place.

In the deserts of the East the **camel** takes the place of all other **domestic** animals, while in the Arctic **regions** the dog has to serve for nearly all.

Some people think that horses will some day **cease** to be used and that their places will be taken **entirely** by automobiles: the first automobiles were called "horseless carriages," thus **emphasizing** this idea. But horses can go where automobiles never can, traveling in all weathers and over all kinds of roads. They will certainly not soon disappear, and it is still more certain that nobody will invent a machine to take the place of the cow or the goat.

THE HARE WITH MANY FRIENDS.

There was once a **hare** so kind and gentle that many other beasts claimed to be her friends. They said to her, "If you

are ever in trouble, come to us, and we will do all that we can to help you."

One day some hunters put some **hounds** upon her **track**. When she found that the dogs were close behind her she thought that she would **escape** from them by the help of her many friends.

So she went to the horse, and said, "You see, now, that I am in great trouble. Please take me on your back, and carry me out of reach of these **cruel** hounds."

But the horse said, "I have no time to help you today, for I am busy working for my master. But I feel sure that some of your other friends will help you."

The hare ran as fast as she could until she came to her friend the cow. She said, "You see in what great danger I am. Won't you be so kind as to drive the hounds away with your sharp **horns**?"

"Please **excuse** me today," said the cow, "for I am very hungry and must go at once to get my dinner. But our friend the goat will help you, I am quite sure."

The hare ran to the goat and said, "You can save me if you will. Only stand between me and the dogs, and they will not dare to hurt me."

"But, my dear friend," said the goat, "I might step on you with my sharp **hoofs** while keeping the dogs away; and I would not hurt you for the world. Go to our friend the sheep. She is the proper one to help you."

So the hare went to the sheep and said, "You see the great danger that I am in. Won't you be so kind as to save me?"

"Another time, my friend," said the sheep. "I don't like to make the hounds angry, for you know they sometimes eat sheep as well as hares."

As a last hope, the hare went to the calf. "I am very

sorry, indeed," said the calf; "but **since** there are so many older people to help you, I feel that it would be **disrespectful** for a young person like myself to **undertake** such a thing."

By this time the hounds were very close to the hare. She could see them leaping over the grass.

"Since my friends will not help me, I must help myself!" she said.

So she took to her **heels** and soon disappeared. But, as she ran, she kept saying to herself: "He that thinks he has many friends may find after all he has no friends."

HERCULES AND THE CARTMAN.

A **cartman** was once driving along a very bad road. His cart was **heavily loaded** and sometimes the horses could hardly move it. At length the wheels **stuck** in the mud and the horses had to stop. They tried to start on but the cart stuck fast.

The driver looked at the mud and then at his horses. He did not like to get off the cart into the **muddy** road. So he knelt down on the seat and began to call for Hercules to come and help him out of his trouble. Hercules was the god who was supposed to have **special** interest in cartmen.

When the man had called several times the god appeared.

"You lazy fellow!" said Hercules, "get down from your cart and lift the wheels out of the mud. Then put your shoulder to the wheel and **urge** on your horses. Heaven helps only those who help themselves."

THE DOG IN THE MANGER.

There was once a selfish dog that lay all day in the **manger**, where there was some good **hay**.

The goat, the sheep and the cow came one by one to the

manger to eat some of the hay, but the selfish dog **barked** at them and drove them away.

At last the big horse came and looked at the hay, but the dog barked at him, too.

"You are a **useless**, selfish creature," said the horse. "You cannot eat the hay, and you will not allow others who can eat it to come near it."

EXERCISES.

a. *For phonic drill:—*

cloud	doubt	found	mouth
bow	brown	frown	crowd
mouse	hound	proud	ounce
brow	cow	down	gown

b. *Ask questions to which the following form correct answers:—*

1. Capt. John Hull.
2. Milk and butter.
3. Of copper.
4. \$4.86.
5. The weights or a spring.
6. In the deserts of the East.
7. In all parts of the world.
8. Because she was kind and gentle.

c. *Explain the phrases:—*

First step toward civilization. Put hounds upon her track. As a last hope. Took to her heels. The cart stuck fast. Came one by one.

d. *Select ten IRREGULAR verbs from the reading lesson and use the PAST TENSE and the PRESENT PARTICIPLE of each of them in an original sentence.*

e. *For oral or written composition:—*

Describe a camel. Why is a camel sometimes called "the ship of the desert"? Where are the Arctic re-

gions? How are dogs used there? In what ways are automobiles better than horses? In what ways is milk used? Why do hunters use hounds? Of what use are the horns of a cow? In what way is a sheep of value? What is a calf? How does a calf differ in appearance from a cow? Why did not the hare's friends help her? What is a cartman? Describe a cart. What is hay? Mention three things that a selfish person would do. Mention three things that an unselfish person would do.

f. *For translation into English:—*

1. El caballo siempre ha sido un amigo leal y servidor del hombre. Los perros también son amigos leales. Se encuentran en casi todas partes del mundo.

2. La vaca es uno de los animales domésticos más importantes. De la leche hacemos mantequilla y queso. Las cabras también nos dan leche.

3. Los automóviles puede que lleguen á ocupar el puesto del caballo en las ciudades donde las calles son buenas. En el campo, donde los caminos son malos, los caballos son mejores que los automóviles.

4. La liebre vió á los lebreles y corrió todo lo que pudo. Ella estaba muy apurada y le pidió á sus amigos que la ayudaran. Los perros la seguían muy de cerca.

5. El caballo estaba ocupado trabajando para su amo. Él no podía ayudar á la liebre. La vaca tenía hambre y no tenía tiempo para ayudar á su amiga.

6. La vaca tiene los cuernos agudos y la cabra tiene las pezuñas agudas. La liebre le pidió á la vaca que espantara á los perros. Yo estoy seguro de que la cabra ayudará á la liebre.

7. Algunas veces los perros se comen las ovejas. Las ovejas no pueden correr ligero; no se pueden escapar de los perros. Están en mucho peligro.

8. Si sus amigos no le ayudan, V. se tendrá que ayudar á sí mismo. El que se atiene á sus amigos nunca logrará alcanzar éxito. El Cielo les ayuda á aquéllos que saben ayudarse.

LESSON XVIII.

SELECTIONS FOR READING.

LETTERS AND TELEGRAMS.

Benjamin Franklin was the first **Postmaster-General** of the United States. There were then only seventy-five **post** offices in the country and mails were irregular and **infrequent**, for the rates of **postage** were so high that people wrote very few letters. Now there are over sixty-eight thousand post offices, and though the rates are so low, the daily **receipts** are ten times as great as were the **yearly** receipts when Franklin was postmaster general. The number of persons employed in the postal **service** of the United States far **exceeds** the number in both the army and the navy.

For only two cents the **government** will carry a letter from Porto Rico to the Philippines, half around the world, and will employ the swiftest steamers and the fastest trains for the **purpose**. But if you wish to send a **note** to your friend who lives in the next street, it will cost you just the same amount. The rate is the same for any distance.

But the government is very **particular** about getting the two cents. Nobody can be **trusted** for the payment of postage; unless your letter has the little red stamp on the **envelope** it will not leave the office where you have **mailed**

it. Formerly postage was usually not **prepaid**, and it often happened that the person to whom a letter was directed might refuse to pay the postage. Then the government had to return the letter to the **sender** and received no payment for the service.

In every country the government carries the mails and in many countries it also **maintains** the telegraph service. In the United States the telegraph is not managed by the government. The cost of a **telegram** is of course much greater than the cost of a letter. Usually it costs at least twenty-five cents to send a **telegraphic** message of no more than ten words, and if the distance is great it may cost much more. Messages sent by **cable** from one continent or island to another may cost as much as several dollars per word. In writing such messages people must learn to be **brief**.

Messages may also be sent across the seas by means of the wireless telegraph, an **invention** that is as yet in its **infancy**, but which may some time take the place of the **submarine** cable.

Even more useful than the telegraph, especially for short distances, is the **telephone**, by means of which we can carry on conversation with friends a hundred miles or more away as readily as if we were sitting in the same room. Modern business could not be carried on without the aid of these modern inventions.

LETTERS.

A Letter of Introduction.

SAN JUAN, P. R., March 31, 1906.

MR. CHARLES COOK,
22 Wall Street,
New York.

Dear Sir:—

I take pleasure in **introducing** to you the **bearer**, Mr. James Stern, one of my most **intimate** friends, who is about to visit New York, and wishes to **confer** with you upon matters of a business **nature**.

Assuring you that any **courtesy** you may show Mr. Stern will be fully **appreciated** by me, I remain,

Yours truly,
J. W. YOUNG.

A Letter of Application.

CAGUAS, P. R., July 6, 1905.

MESSRS. BROWN, KING & Co.,
San Juan, P. R.

Gentlemen:—

Understanding that you are to employ several more clerks in your store, I desire to present an application for such a position.

I am twenty-two years of age, and am in perfect health. I am a native of this city, and a **graduate** of the Central High School of Porto Rico, where I pursued a business course. For the past year I have been employed as a clerk in the largest grocery store in Caguas.

For **information** as to my character I can refer you to the Principal of the Central High School, and to my present **employers**, Messrs. Ramón Sanchez and Co.

L O F C
Yours respectfully,
JUAN MARTINEZ.

Answering an Advertisement.

PONCE, P. R., January 31, 1906.

MR. M. B. MERRILL,
General Ticket Agent,
Chicago and North-Western Ry.,
Chicago, Illinois.

Dear Sir:—

As I am about to make a trip to the Pacific Coast, I am especially interested in your advertisement in the "Outlook" for January 21, 1906. **Kindly** send me by return mail descriptive **booklets** of your road, and inform me as to your rates between Chicago and Los Angeles, California.

Awaiting your reply, I am,

Yours truly,
HARRIET B. STONE.

A Friendly Letter.

GUAYAMA, PORTO RICO,
February 22, 1906.

My Dear Clara:—

You will be glad to know that I have arrived in this town, and that I am very **pleasantly located** in the house of the gentleman whom your uncle **recommended**. We had a pleasant trip across the island. You know how beautiful a ride it is, and you can readily imagine how delightful I found it.

I shall probably remain here for several days, returning home about next Thursday. If I find that I can leave earlier, I will send you a telegram.

With best **regards** to your uncle and your cousins, I remain, as ever,

Affectionately yours,

MISS CLARA BEST,
San Juan.

MINNIE.

TELEGRAMS.

HUMACACO, Nov. 12, 1906.

EMERSON AND BROWN,

San Juan.

Send **coach** meet me Caguas this afternoon two o'clock.

GEORGE MILLER.

SAN JUAN, Feb. 1, 1906.

JAMES HILL,

Coamo.

Expect pass through Coamo tomorrow about three. Meet me hotel.

F. M. HOPKINS.

MAYAGÜEZ, Dec. 9, 1905.

COMMISSIONER EDUCATION,

San Juan.

School buildings **destroyed by fire** last night. Furniture lost. Books saved. **Wire instructions.**

HARRISON.

EXERCISES.

a. *For phonic drill:—*

boy	coy	toy	royal
boil	coin	toil	spoil
point	appoint	disappoint	pointer
rejoice	noisy	join	joint

b. *Express the paragraph beginning "For only two cents—" and ending "for any distance," in a single sentence of not more than sixteen words.*

- c. *Use each of the following words in an original sentence:—*

Postage; postmaster; post office; stamp; government; mail; message; telegram; telephone; invention.

- d. *Write in the form of a telegram of not more than ten words the message contained in the letter addressed from Guayama to Miss Clara Best.*

- e. *Write in the form of a letter, giving more details, the telegram from Mayagüez addressed to Commissioner of Education.*

- f. *Give the principal parts of the following verbs:—*

Write; send; cost; get; can; leave; make; find; meet; lose.

- g. *For oral or written composition:—*

Who was Benjamin Franklin? Who is the present Postmaster-General? What is a post office? How is mail carried from San Juan to your town? What is a postal card? Where should a postage stamp be placed? Why? How are telegrams sent? What is a sub-marine cable? Name some other modern inventions. What is an "intimate friend"? What is a "booklet"?

- h. *For translation into English:—*

1. ¿Dónde está la administración de correos? Quiero comprar unos sellos. Tenga la bondad de echarme esta carta al correo.

2. Yo le he escrito una carta á mi primo que vive en Nueva York. No cuesta nada más que dos centavos por mandar una carta á Nueva York, pero hay que pagar los sellos por adelantado.

3. Nosotros llegaremos á las doce; le mandaré un telegrama á mi hermano y él nos recibirá en Ponce.

4. Para mandar un cablegrama á Nueva York hay que pagar sententa y cinco centavos por cada palabra.

Usted tiene que aprender á ser breve. No mande más de cinco palabras.

5. El teléfono es más conveniente que el telégrafo. Todo hombre de negocios tiene teléfono, pues los negocios modernos no se pueden transar sin él.

6. Muy señor mío:—

Haga el favor de enviarme á vuelta de correo una caja de sobres blancos de tamaño ordinario.

De V. atentamente,

7. El caballero á quien yo le presenté es uno de mis amigos más íntimos. Es uno de los graduados de la Escuela Normal. Durante los últimos dos años ha estado empleado como maestro.

8. Este periódico tiene muchos anuncios. Mi tío dice, que él hace ahora mucho más dinero que antes en sus negocios.

LESSON XIX.

SELECTIONS FOR READING.

OBSERVATION.

All mental action really begins in observation. We say of a baby that he begins to “take **notice**” of things around him; this means that he is beginning to show interest in things outside of himself. Before he does that he *sees* but does not *observe*, for to observe is to “pay attention to” or to “notice carefully.” There are many people who see everything but observe almost nothing; others are constantly observing their **surroundings** and learning something of value at every turn. Some men would learn more in an

hour's walk through the fields than others would in a **tour** of Europe. Every person who has a good pair of eyes has the means for **acquiring** a vast store of information.

The active, observant eye is the sign of intelligence; the **aimless** and **disinterested** gaze always indicates a brain either empty or filled with **worthless trash**. The eyes are placed near the top of the head that they may better observe all that comes near them. Nothing should escape observation. The commonest things are worth looking at, even the stones and **weeds** and the most familiar animals.

THE DERVISH AND THE CAMEL.

A **dervish**, or holy man of the East, was traveling alone in the desert, when he met a company of merchants.

"Holy man," said one, "we have lost a camel."

"Was he not blind in his right eye and **lame** in his left fore leg?" asked the dervish.

"He was," said the merchants.

"Had he not lost a front tooth?" asked the dervish.

"He had," said they.

"Was he not loaded with wheat on one side?"

"He was," said the merchants.

"And with **honey** on the other?"

"He was! he was!" said they, surprised.

"Then," said the dervish, "I have not seen your camel."

The merchants were now very angry. They told the dervish that he must know the camel well. They suspected that he had taken the **jewels** and money which were a part of the camel's **load**.

They, **therefore**, seized him, and carried him to the nearest town and brought him before the **cadi**, or judge.

The cadi heard the story of the merchants, and agreed

with them in thinking that the dervish knew more about the camel than he cared to tell.

"How did you know the camel was blind in one eye?" he asked.

"I **inferred** that the animal was blind in one eye because it had eaten the grass on only one side of the **path**," replied the dervish.

"How did you know it was lame in the left leg?" asked the **cadi**.

"I inferred that it was lame in the left fore leg because I saw that the **print** of that foot was fainter than those of the others."

"How did you know the animal had lost a tooth?" asked the **cadi**.

"I inferred that it had lost a tooth," replied the dervish, "because wherever it had **grazed** a small **tuft** of grass was left **untouched** in the center of its **bite**."

"But how could you tell with what it was loaded?" cried the merchants. "Tell us that."

"The busy ants on the one side, and the flies on the other, showed me that the camel was loaded with wheat and honey. And, more than this," he said, "I infer that it has only **strayed**, as there were no footprints either before or behind it. Go and look for your camel."

"Go," said the **cadi**; "look for your camel."

The merchants did so, and found the beast near the spot from which it had strayed.

THE ARAB AND HIS CAMEL.

One night an Arab was sitting in his **tent** while his camel stood just outside. The wind was **raw** and **chilly**, and the camel **shivered** with the cold.

By and by the camel put his head **gently** in at the door,

and said, "Master, will you not let me put my head inside the tent, as the air is so cold out here?"

"Certainly," said the Arab, very kindly; and the camel **pushed** his head into the tent.

"This is very comfortable for my head," said the camel; "but I should feel much better if I might warm my neck also."

"You may do so," said his master.

The camel looked around the tent, and then said, "It would take but little more room if I might place my fore feet inside the tent."

"Certainly," said the Arab; "you may step forward and put your fore legs inside of the tent." And, since the tent was very small, he moved a little to make room.

The camel was **content** for a little while, and then he said: "Do you not see, my master, that when I stand thus, I keep the tent door open? Would it not be better if I should come **wholly** inside?"

"Yes, yes," said the Arab. "I will have pity on you this cold night. Come in, and stand inside of the tent."

The camel, being thus **invited**, pushed forward through the door; but the tent was too small to hold both man and beast.

"Don't you see," said the camel, "that there is not room in here for both of us? As you are the smaller you had better stand outside, and then there will be room enough for me." And with that he pushed the Arab out into the cold and **darkness**.

THE LAMB AND THE WILD BEASTS.

A Lamb strayed for the first time into the woods, and caused much **discussion** among other animals. In a **mixed**

company, one day, when he became the subject of a good deal of talk, the Goat **praised** him.

“**Pooh!**” said the Lion, “this is too **absurd**. The beast is a pretty beast, it is true, but did you hear him roar? I heard him roar, and as sure as my name is Lion, when he roars he does nothing but cry ba-a-a!” And the Lion **bleated** his best, but bleated far from well.

“Well,” said the **Deer**, “I do not think so badly of his voice. I liked him well enough until I saw him leap. He **kicks** with his **hind** legs in running, and, with all his **skip-ping**, gets over very little ground.”

“It is a bad beast altogether,” said the Tiger. “He cannot roar, he cannot run, he cannot do anything — and what wonder? I killed a man yesterday, and in **politeness** to this Lamb, offered him a **bit**; upon which he had the **impudence** to look **disgusted**, and said, ‘No, sir, I eat nothing but grass.’”

So the beasts found all kinds of **fault** with the Lamb, each in his own way; and yet, after all, it was a very good Lamb.

It is easy to find fault with others, although we may not be half so good as they.

EXERCISES.

a. *For phonic drill: (Final syllables needing special attention).*

fully	manly	truly	gayly
blowing	traveling	flying	sleeping
wisest	swiftest	highest	longest
reached	wished	thanked	worked
acted	fitted	parted	faded

b. *Write in three short sentences an abstract of the section "Observation."*

c. *Give antonyms for the following words, using each one in an original sentence:—*

Outside; everything; disinterested; top; near; familiar; left; front; chilly; comfortable.

d. *Give the principal parts of the following verbs:—*

Begin; take; see; meet; lose; tell; hear; sit; stand; put; feel; think.

e. *For oral or written composition:—*

Mention some things that could be learned in a walk through the fields. What is worthless trash? What are jewels? Name some. What connection have ants and flies with wheat and honey? Tell all you can about ants. What is the difference between "holy" and "wholly"? What is it "to infer," or "to draw an inference"? Tell what you would infer from each of the following outlines:—

1. House with American flag flying above it; children around the door.

2. Oxen and horses feeding in fields; men and boys sitting in shade; an odor of cooking food in the air.

3. A coach covered with mud; horses very tired; passengers asleep in their seats.

4. A man sitting at a desk writing; many letters and telegrams on his desk; telephone bell ringing.

5. A man walking through the street with his hands tied; a policeman at his side.

f. *For translation into English:—*

1. Los padres de un niño siempre se ponen contentos cuando él comienza á fijarse en las cosas que le rodean. Algunos niños aprenden mucho de lo que ven.

2. Usted tiene buenos ojos; debería fijarse hasta en

las cosas más comunes. Puede aprenderse algo hasta de los animales.

3. ¿Ha visto V. el camello del comerciante? No, no lo he visto. ¿Es V. ciego? Soy tuerto del ojo izquierdo.

4. El barco está lleno de trigo y de miel de abeja. Las hormigas se han comido un poco del trigo. Á las moscas les gusta la miel de abeja.

5. ¿Cómo sabe V. que las joyas se han perdido? Las he buscado en todos los cuartos de la casa. Yo abrigo sospechas de que el cojo se las ha llevado.

6. ¿No quiere V. entrar en la casa? Sí, hace frío aquí. Estaré dentro cómodamente. La casa está templada.

7. ¿Me permite V. sentarme á su escritorio y escribir una carta? Ciertamente, puede hacerlo. Aquí tiene sellos.

8. Aquí no hay espacio suficiente para nosotros dos. Yo me iré fuera. No deje la puerta abierta.

9. El comerciante está muy ocupado. Él tiene que escribir un anuncio para el periódico. El juez y el abogado leerán el anuncio.

10. Yo no tengo dinero ni joyas, pero sí tengo un caballo y un perro. Mi hermano es más pobre que yo, pero tiene unas cuantas cabras.

11. Una ovejita no puede rugir como un león, ni saltar como un venado, ni comer como un tigre.

12. El niño tiene buena voz y buenos ojos. Nosotros lo queremos bastante, pero él con frecuencia nos critica. Es cosa fácil criticar á los demás.

LESSON XX.

SELECTIONS FOR READING.

FORMS OF GOVERNMENT.

In the study of geography we learn many things about the surface of the earth. One part of geography describes the divisions of the earth's surface which have been made by the different governments. Some of these divisions are called **Empires**, and their chief rulers are called **Emperors**; such as the Empire of Germany in Europe. Some are called Kingdoms, and their chief rulers are Kings. Some are called Republics, and the rulers are **elected** by the people. The geography which describes these various countries is called **Political** Geography, to distinguish it from another sort of geography called **Physical** Geography. Physical Geography **treats** of oceans, continents, islands, mountains, rivers, and the divisions of the earth's surface which man has not made. Political Geography describes the divisions of the earth's surface which have been made by man.

If you look at a map of Africa, you will see a number of countries near the coast, while the greater part of the continent is not divided into states. The interior of Africa is occupied by savage tribes, and savages are not accustomed to mark off a **definite** portion of the land and make laws to govern it. The chief difference between a civilized people and a savage people is that the civilized people make laws to govern all who live on the land, while the savage people do not govern the land, but have a sort of government over families and tribes; and when the tribe

moves the government moves. They do not make laws for the land, but adopt **rules** and customs for the people.

The citizen of Porto Rico lives under three **institutions** which are called governments. He lives in a town, or **municipality**, which has a **Municipal** Government. The town is part of the island, the government of which is known as the **Insular** Government, and the island is part of the United States of America, whose government is called the **Federal** or the National Government. Each of these governments performs a **separate**, special work, for the good of the people, and all are **closely** connected one with another.

Of the various **governmental** institutions under which we live the town is the oldest. The word *town* is derived from the Saxon *tun*: before the Saxons **invaded** England in the year 449, A. D., they lived on the continent of Europe. Here the families of **kinsmen** were accustomed to build their houses near together on the **banks** of a river or near a spring. For purposes of defense they would build a high fence around their houses; this fence was called a *tun*, and later the word came to include the **enclosure** within the fence. The Latin *municipio* had its origin in much the same way.

In England the inhabitants of a town used to meet in the open air to **transact** business of common interest. They adopted laws for the government of the town, settled **disputes** between citizens, punished **offenses** and distributed the land. At this town-meeting, also, town officers were selected. The towns of New England have **retained** much of this early form of government, and their officers, **chosen** in town-meeting each year, are called "**selectmen**," that is, men selected by the town. Any citizen, regardless of his birth or ancestry, may have an equal share in the **choice**

of town officials, or may serve in any position to which his fellow-citizens may elect him.

This is the **ideal democratic** government, but it cannot well be applied to an **entire** state or nation, since all the citizens of a state could not possibly meet together. Therefore, the custom soon **arose** of **delegating** powers to representatives of the people and allowing them to make laws for the government of the state. This is the distinguishing feature of a **republican** form of government. **The delegates** have no **authority except** that given them by the people; they are not the real rulers, but their representatives, to act for them.

In a **monarchy** the people have little or no voice in the government. In some cases, as in England, representatives of the people have large power, but must share it with the **aristocracy**, the body of **hereditary nobles**, and the **monarch**. In other countries, the monarch has **practically** supreme power and the people are entirely without **representation** in the government. Such monarchies are called **absolute**. Formerly all monarchies were absolute, but there are very few of them now.

The earliest forms of government were **patriarchal**, the father being absolute ruler of his family, and the family including all the **kinsfolk**. It now appears almost certain that all countries must **eventually** become republics.

THE THREE KINGDOMS.

It is customary to speak of the **natural** world as being divided into three kingdoms; these divisions are the animal kingdom, the vegetable kingdom and the **mineral** kingdom.

All living creatures belong to the animal kingdom, which thus includes not only man and the beasts of the earth, but the fish in the sea and the birds of the air. To the vegetable

kingdom belong all plants, trees and similar products of the earth. It is often difficult to determine the dividing line between these two great divisions, especially in the case of some things found in the sea, which seem to have the characteristics of both animals and plants. For example, who would think of a **sponge** as an animal? It certainly seems much more like a plant, but it really belongs to the animal kingdom.

All minerals and metals belong to the mineral kingdom. Rocks, jewels, earth and water are minerals; iron, gold, silver and copper are metals.

TO WHICH KINGDOM?

Frederick the Great, King of Prussia, was once spending a few hours in a small town not far from his capital, and, as he often did, took occasion to visit the **village** school. He listened to the classes and occasionally asked a question that showed how closely he was observing the pupils and their work. Most of the pupils became greatly **confused** when the king spoke to them and answered his questions so poorly that the poor master was almost in despair and the king began to lose his patience. But at length he turned to a little girl and, pointing to an orange on the desk, asked her, "To what kingdom does that orange belong, my child?"

"It belongs to the vegetable kingdom, **sire**," replied the girl without the least hesitation.

"Very good," said the king, "and that chair?"

"To the vegetable kingdom also, **sire**, for the wood of which it is made was once a tree."

"And what about this coin?" asked Frederick, taking a gold piece from his pocket.

"That belongs to the mineral kingdom," answered the little girl.

"You are right again." Looking around the room, the king noticed the master's dog near the door. "To which kingdom does the dog belong?"

"He belongs to the animal kingdom, sire," readily replied the child.

"Yes, without doubt he does," said Frederick. "And I, to which kingdom do I belong, my child?"

Now indeed did the little girl hesitate. Could it be possible that the great king was an animal? Could she class the king and the master's dog together? For a moment she did not reply; then looking up with a bright smile, she said, "To the kingdom of Heaven, sire!"

The king **flushed** and then he replied in a **reverent** tone, "I pray God that I may be **worthy** to belong there, my daughter."

EXERCISES.

a. *For phonic drill: (Consonant combinations).*

quick	queer	queen	quiet
weather	whether	water	what
wile	while	weal	wheel
accept	accident	accord	acquaint

b. *Ask questions to which the following form correct answers:—*

A republic. A kingdom. An empire. The patriarchal form. Selectmen. The animal kingdom. It is a metal. The king. A gold coin.

c. *Use synonyms of the following words in original sentences:—*

Various; entire; part; sort; observe; elect; retain; kinsman.

d. Write in two or three short sentences an abstract of the paragraph in "Forms of Government" beginning "In England" and ending "may elect him."

e. Give the principal parts of the following verbs:—

Build; meet; given; spend; take; speak; begin.

f. For oral or written composition:—

What is Geography? Define a *republic*: a *monarchy*. What is a savage tribe? Where is Africa? Who were the Saxons? Of what may a fence be built? What is an *ideal*? Name three objects, not named in the reading lesson, which belong to the animal kingdom. Three which belong to the vegetable kingdom. Three which belong to the mineral kingdom.

g. For translation into English:—

1. Los que gobiernan un reino se llaman reyes ó reinas; el gobernante de una república es el pueblo. El presidente y demás funcionarios son los representantes de los verdaderos gobernantes.

2. La Geografía Política trata de las diferentes divisiones políticas del mundo, como los reinos y los imperios. La Geografía Física se refiere á las divisiones físicas del globo, como los continentes, las islas y los océanos.

3. El interior de África no está dividido en estados. ¿Hay muchas tribus salvajes cerca de la costa? Los salvajes dictan leyes para el pueblo en cualquier lugar que se encuentran, y no para determinadas regiones.

4. El gobierno de los Estados Unidos se denomina Gobierno Federal; el Gobierno de Puerto Rico se denomina Gobierno Insular. ¿Qué se conoce por Gobierno Municipal?

5. Los sajones eran una tribu que vivía en el continente de Europa. Ellos invadieron á Inglaterra en el año cristiano de 449. Ellos edificaron sus poblaciones y eligieron sus reyes.

6. Los Peregrinos construyeron una palisada alta alrededor de sus casas para protegerse de los indios. Al principio varias familias vivían juntas en una misma casa. Luego se esparcieron por el país y fabricaron casas separadas.

7. Nosotros no podemos reunirnos todos á la vez para redactar las leyes. Tenemos que mandar nuestros representantes á la capital. Si nosotros les damos facultad, ellos las redactan en lugar nuestro.

8. ¿Cuáles son las grandes divisiones naturales del mundo? ¿Á cuál de los reinos naturales pertenece la tiza? ¿Cuántos son los objetos pertenecientes al reino mineral que se usan en el salón de escuela?

9. El rey va á visitar nuestra escuela. ¿Va él á oír la clase de Geografía? Sí, va á oírla y quizá haga algunas preguntas. Yo voy á turbarme si él me pregunta.

10. ¿Ve V. ese perro que está justamente fuera de la puerta? Sí; ¿por qué no entra? Porque aquí no hay espacio suficiente. Si él entra yo tendré que salirme.

LESSON XXI.

SELECTIONS FOR READING.

MENTAL AND MORAL QUALITIES.

It may happen that two people who look very much alike may differ greatly in their conduct. Two brothers may be

equally handsome and yet resemble each other very little in character.

Men have acquired fame through the strength and beauty of their characters, but never because of their personal appearance. Abraham Lincoln had little personal beauty, but his **honesty**, **sincerity** and wisdom won universal admiration, while his kindness, his **simplicity** and his natural goodness made him universally loved. The American people are even prouder of the great reputation of their famous war-president than could have been the case had he been a man of less **peculiar** appearance.

Æsop, the writer of fables, is said to have been an ugly **dwarf**, but his **sagacity** and **wit** gave him eternal fame.

CHARACTER OF WILLIAM OF ORANGE.

In person, Orange was above the middle height, perfectly well made, but rather **spare** than stout. His eyes, hair, **beard** and complexion were brown. His head was small and well shaped. His physical appearance was in **harmony** with his character. Of his moral qualities the most prominent was **piety**. He was more than anything else a religious man. From his **trust** in God he derived support and **consolation** in the darkest hours.

Implicitly relying upon the **Almighty's** wisdom and goodness he looked danger in the face with a constant smile, and **endured** labors and **trials** with a **serenity** which seemed more than human.

His **firmness** was allied to his piety. His **constancy** in bearing the whole weight of the **struggle** was the admiration even of his enemies. His friends called him "The Rock in the Ocean," **tranquil** in the midst of the storm.

JOHN MORLEY.

MY THREE COMPANIONS.

I have lived on the shores of the great ocean; I have passed whole seasons on the banks of mighty and famous rivers; I have dwelt on the **margin** of a tranquil lake and spent many a long summer day on its clear waters.

The Ocean says to the **dweller** on its shores: "You are neither welcome nor **unwelcome**. Who are you that build your gay palaces on my margin? I see your white faces as I saw the dark faces of the people that came before you and as I shall see the whole family of **mankind** that will come after you.

.....
"What **feeling** have I for you? Not **scorn** — not **hatred** — not love — not pity. No! — **indifference**, — total indifference to you and your **affairs**.

"Am I not gentle? Am I not kind? Am I not **harmless**? But **hark!** The wind is rising! What do you say now? Is not my anger **terrible** as I dash your ships to pieces upon the mighty rocks?"

The River says:

"Come with me. I am active, cheerful, **communicative**, a natural talker and story-teller. I am not **noisy** like the ocean. I am not a dangerous friend. You will find it hard to be **miserable** in my company, for I will take away your **sorrow** and your sadness."

But the lake says:

"Leave the ocean which cares nothing for you or any human being that walks upon the earth: leave the river, busy and **talkative** as a child, and find peace with me; my smile will **cheer** you, my voice will **soothe** you.

"Do you know the **charm** of **melancholy**? Where will you find **sympathy** like mine in your hours of sadness?

Does the ocean share your **grief**? Does the river listen to your troubles? Stay by my side and I will teach you patience, and **contentment**, and **virtue**, and truth."

Adapted from OLIVER WENDELL HOLMES.

AT THE VILLAGE STORE.

"Have you heard about my boy John?" asked Mr. Perkins, as he took his seat on the bench by the door.

"No, I haven't heard anything. What has John been doing?" said his neighbor, lighting a **cigar** and preparing to listen to the story.

"Well, you know John has wanted to go to the **Normal** school, but I thought he knew enough already. Why, he has read all the Fifth Reader, and can add and multiply like a **revenue** agent, and he knows all the geography there is. But he has insisted that he must go to the Normal school to study **pedagogy** and **base-ball**."

"He must be **ambitious**," said Mr. White.

"He certainly is ambitious and he is **persistent**, too. He isn't like me. Some days I feel rather industrious, but it never lasts more than one day at a time. Of course, I don't mean that I am lazy, but I am careful not to work too much. But John really seems to like to work. And he isn't proud, either; he is willing to do any kind of work. He has been learning something in school about the dignity of labor and he says all work is honorable.

"That sounds like one of those Arbor Day **speeches**," said Mr. White.

"Well, John kept talking about going to Normal school, and at last I told him he might go if he could get enough money to pay his way. I told him perhaps he could borrow some from his Uncle George, but no, sir, John was too **independent** for that. He said he would **earn** it himself. I

didn't know how he could do it, but he had an idea of his own."

"What did he do?" asked Mr. White.

"Why, he got a lot of eggs and began to raise **chickens**. It wasn't long before he had a big flock of **hens**, and he took such care of them that they laid twice as many eggs as any hens I ever had, and he sold them for good prices. Then he bought a cow and began to sell milk, too. How much money do you suppose he has made in the past year?"

"Fifty dollars," **suggested** Mr. White.

"One hundred ninety-two dollars and thirty-eight cents, sir. What do you think of that?"

"What do I think of it? Why, I think I'll borrow a hen and some eggs and go into the business myself. Now I suppose John will go to the Normal school?"

"Yes, he's going tomorrow, and I'm going to take care of his chickens and his cow. It looks as if I should really have to work to keep up with John," and Mr. Perkins looked rather sad and thoughtful as he rose from his seat to go.

EXERCISES.

a. *For phonic drill:—(Silent letters).*

debt	dumb	light	palm
knee	gnat	wrong	scissors
honor	rhyme	ghost	castle
tongue	depot	psalm	colonel

b. *Fill the blanks in the following sentences with appropriate adjectives or abstract nouns.*

Lincoln was ———, ———, and ———. A school teacher must be ——— and ——— and ———.

are good; ——— and ——— are bad. We can rely upon the ——— and ——— of God. The ocean is ——— and the river is ——— and ———. The ——— person likes to work, and the ——— one does not.

- c. Use each of the words in the first column in a question, and the corresponding word in the second column in an answer to the question:—

(1)	(2)
character	honest
Æsop	fables
ocean	water
study	pedagogy
Arbor Day	trees
money	earn

- d. Give the principal parts of the following verbs:—
Win; build; hear; buy; leave; find; take; think; feel; tell.

- e. For oral or written composition:—

What is the difference between *character* and *reputation*? Who was Abraham Lincoln? Why is he called the *war-president*? Who was William of Orange? In what way is a river *active*? In what way is an ocean *dangerous*? Which is better, contentment or ambition? Why? What is the work of a revenue agent? How is base-ball played? What is Arbor Day?

- f. For translation into English:—

1. La gente varía mucho en su modo de ser, pero un hombre de buen carácter siempre será admirado. Un hombre bueno podrá no ser famoso, pero sus amigos le querrán.

2. Mi padre era un hombre religioso y tenía una fe

implícita en la bondad del Todopoderoso. Aun en las horas más tristes él estaba tranquilo.

3. ¿Vive V. cerca del océano? Sí, mi casa queda á orillas de un riachuelo, muy cerca del océano. Yo he pasado muchos días en el agua.

4. Yo voy á ir á su pueblo con mi familia. Le recibirán bien allí. Nosotros estamos muy ocupados, pero nos alegramos de ver á nuestros amigos.

5. El océano no le tiene cariño á ningún ser humano. Le es indiferente la pena, el dolor, ó la cólera. Estrella los barcos contra las rocas.

6. Juan, ¿dónde está su hijo? Ha ido á la Escuela Normal. Va á estudiar aritmética, geografía y pedagogía. ¿Cuándo se fué? Se fué hace casi un mes.

7. Un joven ambicioso siempre encontrará medios de conseguir una educación. Trabajaré y haré dinero para pagarla. Todo trabajo es honrado.

8. ¿Puede V. cogerle algún dinero prestado á su hermano? Á mí me da vergüenza coger dinero prestado. Prefiero trabajar. ¿Qué sabe V. hacer? Puedo vender leche y huevos.

9. Usted debe cuidar las vacas si quiere conseguir buena leche. La leche buena se vende á buen precio. Yo tengo cuatro vacas y cincuenta gallinas.

10. ¿Por qué está V. tan triste? ¿Tengo cara de estar triste? Quizá sea porque tengo que trabajar mucho. Yo no soy perezoso, pero prefiero no tener que trabajar.

LESSON XXII.

SELECTIONS FOR READING.

PATRIOTISM.

To be patriotic is to love one's country ; it is to be ready and willing, if it is necessary, to die for the country. But it must not be thought that only the soldiers and sailors who have fought in our wars are **patriots**. There are **multitudes** of men who were never in the army or the navy, but yet are patriots. The true patriot must be equally ready to live for his country, to work for the common good, and to observe all the duties of a true and faithful citizen.

One of the most patriotic men known in American history was the young school teacher, Nathan Hale. He entered the **Revolutionary** army and served with great **courage**. At the request of Washington he **attempted** to obtain **secret** information in **regard** to the **British** plans ; he was captured and put to death as a **spy**, but his last words have been an **inspiration** to all patriots since his time.

MAJOR ANDRÉ AND NATHAN HALE.

André's story is the greatest **romance** of the **Revolution**. His youth, **grace**, and **accomplishments** won the affections of his guard and the sympathy of the whole army. In all the **splendor** of the full uniform and **ornaments** of his **rank**, in the **presence** of the whole American army, without the **quiver** of a muscle or a sign of fear, the officers about him **weeping**, the **bands** playing the dead **march**, he walked to **execution**. To those around he cried : " I call upon you to witness that I die like a brave man," and swung into **eternity**.

America had a **parallel** case in Nathan Hale. When no one else would go upon a most important and **perilous mission**, he **volunteered**, and was captured by the British. He was ordered to execution the next morning. When asked what he had to say, he replied: "I **regret** that I have but one life to lose for my country."

The dying declarations of André and Hale express the **animating spirit** of their several armies, and teach why, with all her power, England could not conquer America. "I call upon you to witness that I die like a brave man," said André; and he spoke from British and **Hessian** surroundings, **seeking** only **glory** and pay. "I regret that I have but one life to lose for my country," said Hale; and with him and his **comrades** self was forgotten in that **passionate** patriotism which **pledges** fortune, honor, and life to the sacred **cause**.

CHAUNCEY M. DEPEW (alt.).

NATHAN HALE.

It is the **deed** and the **memorable** last words we think of when we think of Nathan Hale. For all the man's life, all his character, **flowered** and **bloomed** into **immortal** beauty in this one supreme moment of self-sacrifice, **triumph**, **defiance**. The **ladder** on which the **deserted** body stood **amidst** the enemies of his country, when he **uttered** those last words, which all human **annals** do not parallel in simple patriotism — the ladder, I am sure, ran up to Heaven, and if angels were not seen **ascending** and descending it in that gray morning, there stood the **embodiment** of American courage, **unconquerable**; American **faith**, **invincible**; American love of country, **unquenchable**; a new democratic **manhood** in the world, **visible** there for all men to take note of, **crowned** already with the **halo** of **victory**, in the Revolutionary **Dawn**.

It was on a lovely Sunday morning, September 22, before the break of day, that he was marched to the place of execution. While awaiting the necessary preparations, a **courageous** young officer **permitted** him to sit in his tent. He asked for the presence of a **chaplain**; his request was refused. He asked for a Bible; it was **denied**. But at the **solicitation** of the young officer he was furnished with writing **materials**, and wrote **briefly** to his mother, his sister, and his **betrothed**. When the **infamous** Cunningham, to whom Howe had delivered him, read what was written, he was **furious** at the noble and **dauntless** spirit shown, and with **foul oaths** tore the letter into **shreds**, saying afterward that "The **rebels** should never know that they had a man who could die with such firmness." As Hale stood upon a **round** of the **fatal** ladder, Cunningham **taunted** him, and **scoffingly** demanded "his last speech and **confession**." The **hero** did not **heed** the words of the **brute**, but looking calmly on the **spectators**, said in a clear voice:—

"I only regret that I have but one life to lose for my country."

CHARLES DUDLEY WARNER

(Abridged.)

EXERCISES.

a. *For phonic drill:—* Words spelled differently but pronounced alike.)

road	rode	rose	rows
groan	grown	birth	berth
so	sow	sew	
eight	ate	reign	rain
way	weigh	red	read
straight	strait	blew	blue
right	wright	rite	write

b. Use each of the following words in two original sentences:—

Patriot; army; sympathy; brave; ladder; love; speech; life.

c. Express the first paragraph "*Partiotism*" in a single sentence.

d. Explain the phrases:—

Won the affection; swung into eternity; a parallel case; flowered and bloomed into immortal beauty; before the break of day; the fatal ladder.

e. Give the principal parts of the following verbs:—

Fight; think; win; speak; forget; run; stand; write; read; tear.

f. For oral or written composition:—

How may a man be a patriot in time of peace? What is a *romance*? What revolution is referred to? What is the *dead march*? Who was André? Who was Hale? Why were they executed? What is a *halo*? Why is a chaplain usually present at an execution? Name other patriots and tell what they did.

g. For translation into English:—

1. Algunas veces nosotros creemos que nuestros soldados son los únicos patriotas, pero eso no es verdad. Un abogado, un comerciante, ó un maestro puede ser un buen patriota.

2. ¿No era Washington patriota? Sí, pero tal vez Franklin y muchos otros que no sirvieron en el ejército eran igualmente patriotas. No hay duda de que fueron verdaderos ciudadanos.

3. ¿Ha leído V. la triste historia del Mayor André? Este guapo oficial inglés era uno de los jóvenes más valientes del ejército. Él peleó contra los americanos durante la Guerra de la Independencia.

4. André fué capturado por los americanos mientras estaba sirviéndole de espía á las fuerzas británicas. Se captó las simpatías de sus enemigos, pero éstos se vieron obligados á ejecutarlo.

5. Un espía es una persona que procura obtener informes de un modo secreto. Según las reglas comunes de la guerra, á los espías se les ejecuta.

6. Los soldados de la Gran Bretaña estaban sirviendo por gloria y por paga; los americanos estaban sirviendo por amor á su país. Con todo su poder Inglaterra no pudo vencer á los americanos.

7. Nathan Hale era maestro de escuela antes de entrar en el ejército. Recibió el nombramiento de capitán gracias á su patriotismo y valor y se la asignaron puestos de importancia.

8. Los soldados británicos cogieron prisionero á este patriota y lo ejecutaron como espía. Él pidió un sacerdote y una biblia, pero su petición fué desatendida. Á su madre le escribió una carta muy corta.

9. Jamás podremos olvidar las últimas frases del valiente joven. Al ponerse de pie en la escala y mirar á los que le rodeaban dijo: "Lo que siento es no tener más que una vida que sacrificar por mi país."

LESSON XXIII.

SELECTIONS FOR READING.

THE ENGLISH LANGUAGE.

The English language has a history that **extends** back for some fifteen hundred years.

In the fifth century of the Christian **era**, England was

inhabited by **various** tribes of the ancient Britons, who spoke a language altogether different from English. They had been four centuries under the **rule** of the Roman Empire, and **consequently** Latin, the language of the Romans, was used to some extent in the larger cities. In general, however, the Britons spoke a **tongue** resembling that of the modern inhabitants of Wales, who are their descendants.

In the fifth century the island was invaded by several wild, **piratical** tribes, whose home was in northern Germany, in the low countries on the eastern and southern shores of the North Sea. Of these tribes the most important were the Angles and the Saxons, whose language was similar to that tongue which has since become **Dutch**.

In a long war, or rather a **series** of wars, the Angles and the Saxons made themselves masters of Britain. They became **civilized** and began to cultivate **literature**. Their language, which they usually called "English" (that is, "the tongue of the *Angles*"), **gradually** spread through most of the island. In Wales, however, the ancient Britons continued to use their own language, which is still spoken by their descendants, the **Welsh**; and in the northern part of Scotland, **Gaelic**, which is akin to Welsh, and **identical** to all **intents** and purposes with the native language of Ireland, has never died out.

The oldest **period** of the language is commonly called either Anglo-Saxon (from the Angles and Saxons) or Old English.

In the year 1066, England was invaded by the **Normans**, a **Scandinavian** tribe who had taken possession of Normandy (in northern France) about a hundred fifty years before. At the time of the Norman **Conquest**, the Normans had given up their native Scandinavian and spoke a **dialect** of **French**.

From the middle of the eleventh century to about the year 1400, two languages were common in England: English, which was spoken by a **majority** of the people, and which was a descendant of the language of the Anglo-Saxons, and French, which was the language of the court and of high society.

Gradually, however, the speaking of French died out among the inhabitants of England, except as an accomplishment, and the English tongue became the only natural language of Englishmen, whether they were of Anglo-Saxon or of Norman **descent**.

Meantime, however, the Old English or Anglo-Saxon language had become very much changed. By the year 1400 it had lost most of its **inflections**, and had adopted a large number of new words from French and Latin.

The period of English from about 1200 to 1500 is usually called the middle English period, to distinguish it from Old English or Anglo-Saxon on the one hand, and, on the other, from Modern English, the form of the language with which we are now familiar.

Even within that period which we call the Modern English period, the language has **undergone** many changes in **pronunciation**, in form, and in **construction**. Both Shakespeare and Tennyson, for **example**, are counted as Modern English writers, but we do not need to be told that Shakespeare's language is considerably different from that of Tennyson.

The **explorations**, discoveries, and conquests of the people of Great Britain have **resulted** in the spread of their language to all parts of the world, so that it is now not merely the language of England, but, to a considerable extent, that of Scotland, Ireland, North America, Australia, and India.

Besides this, there is no quarter of the globe where English-speaking persons cannot be found.

The **outgrowth** of English from two distinct **sources** is very **noticeable** in its **vocabulary** and has made the language rich in **synonymous** terms. Almost every idea may be expressed either by the use of a word of Anglo-Saxon origin, or by one of Latin origin. The commonest and most simple words are, as a rule, derived from the Anglo-Saxon; the more **ornate** and **literary** forms come from the Latin.

Nearly every word used in the Latin language has a **derivative** in modern English. The Spanish language is **directly** descended from Latin. Thus the two tongues, English and Spanish, have in common a very large Latin element, which shows itself in their **respective** vocabularies, and proves of great **assistance** to the **student**.

In regard to **orthography**, English is perhaps the most difficult of languages. Almost every sound is expressed in several different ways, and almost every letter of the **alphabet** has several different **phonetic** values. It is almost useless to attempt to follow any general rule in determining the correct pronunciation or the correct spelling of **unfamiliar** words. Each of the words must be learned **separately**, and the **dictionary** must be the final authority for either pronunciation or spelling.

EXERCISES.

- a. *For phonic drill:* (Words spelled alike but pronounced differently.)

row,	pronounced	like	so,	remar
row	"	"	how,	una riña
bow	"	"	so,	un arco

bow,	pronounced	like	<i>how</i> ,	saludar
read	"	"	<i>feed</i> ,	leer
read	"	"	<i>red</i> ,	leyó
lead	"	"	<i>feed</i> ,	dirigir
lead	"	"	<i>led</i> ,	el plomo
wind	"	"	<i>sinned</i> ,	el viento
wind	"	"	<i>blind</i> ,	enrollar

b. Use each of the words in exercise a in an original sentence.

c. Make a list of all words in the first four paragraphs of the reading lesson which are similar in form to Spanish words.

d. Give the principal parts of the following verbs:—
Speak; become; spread; give; come.

e. Explain the phrases:—

In general; or rather; to cultivate literature; identical to all intents and purposes; are counted * as Modern English writers; no quarter of the globe; the final authority.

f. For oral or written composition:—

What is the Christian era? What can you tell of the Roman Empire? Where is Wales? What is a pirate? Where is Dutch spoken? What is a dialect? What is an accomplishment? What are inflections? What explorations, discoveries or conquests have been made by the English? How does the English word "assistance" differ in meaning from the Spanish "asistencia"? What is orthography? What invasions of foreign people have affected the Spanish language?

g. For translation into English:—

1. La historia del idioma inglés, como la del castellano, data de muchos siglos. Las tribus que habitaban la antigua Inglaterra no hablaban el inglés.

* See footnote, page 139.

2. El latín era el idioma de los antiguos romanos. El Imperio Romano dominó el mundo y por consiguiente su idioma se hizo casi universal.

3. Los anglos y los sajones eran tribus salvajes y piratas que vivían cerca del Mar del Norte. En el siglo quinto de la Era Cristiana invadieron á Inglaterra y conquistaron á sus habitantes.

4. El lenguaje de los británicos todavía se habla en Gales. Es muy distinto del inglés y de otras lenguas modernas. En Irlanda y Escocia se habla un idioma parecido.

5. Nota V. la semejanza que hay entre algunas palabras inglesas y castellanas. Las que son parecidas en los dos idiomas son generalmente de origen latino. Esas palabras es fácil aprenderlas.

6. El inglés y el castellano se hablan en todas partes del mundo. En el Nuevo Mundo el idioma de todo país de importancia, salvo el Brasil, es uno ú otro de estos dos idiomas.

7. El idioma inglés tiene muchas palabras sinónimas. De ellas unas se derivan del anglosajón y otras del latín. En la conversación diaria se da la preferencia á las palabras de origen anglosajón.

8. ¿Cómo deletrea V. la palabra equivalente á *áspero* en inglés? La palabra es *rough* y se deletrea r-o-u-g-h. ¿Cómo se pronuncia la palabra b-o-u-g-h? Esa se pronuncia *bough*. Yo creía que b-o-w se pronunciaba *bough*. Sí, así es: las dos palabras se pronuncian como si se deletrearán del mismo modo.

9. El modo de deletrear el inglés es muy raro. Hasta los mismos americanos tienen que aprender á deletrear cada palabra de por sí, y con frecuencia tienen que re-

currir al diccionario para determinar el modo de pronunciar una palabra correctamente.

LESSON XXIV.

SELECTIONS FOR READING

POETRY AND VERSIFICATION.

English **versification** is **simple**, based entirely upon **accentuation**. A single **verse**, or line, consists of a certain number of **syllables**, varying from two to thirty, with regularly **recurring accents**. One **accented** syllable with its accompanying **unaccented** syllable or syllables, is called a **metrical foot**, and the verse is measured by this metrical foot. The **harmonious** arrangement of accented syllables is called **rhythm**. The **rhythmical** arrangement of syllables into feet is called the **meter**.

The most common English verses are of four or five feet, each foot of two syllables. Such a verse is the following:

The más- | ter óf | the dí- | trict schoól.

In this line the accent falls upon the second syllable of each foot. This is called **Iambic** measure and a single foot is called an **Iambus**.

Another two-syllable foot is shown in the line —

Téll me | nóť in | moúrn-ful | núm-bers,

where the accent falls on the first syllable of each foot. This is called **Trochaic** measure and a single foot is a **Trochee**.

Two feet of three syllables each are also used in English verse — the **Dactyl**, in which the accent is upon the first syllable, and the **Anapaest**, which has the accent on the last

syllable. Longfellow's "Evangeline" is written in **Dactylic** measure:

"This is the | fór-est pri- | mé-val, the | múr-mur-ing |
pínes and the | hém-locks,

The **Anapaestic** measure is less commonly used. An example is the following:

In the sí- | lence of níght

We have héárd | the wild crý.

Rhyme is the **correspondence** of sound in different syllables or words. The commonest rhyme consists of similar **vowel** sounds **preceded** by different **consonants**. Thus, the following **pairs** of words rhyme with each other:—

Make, take; dark, lark; cold, bold; right, white.

A **stanza** consists of a certain number of lines or verses regularly arranged. It may be of only two lines, a stanza which is called a **couplet**. The last words of the two lines usually rhyme with each other. It may be of three lines, a **triplet**, the three lines ending in a common rhyme. But the most common stanza has four lines, the first rhyming with the third and the second with the fourth. Stanzas of five, six, seven, eight or nine lines are sometimes found.

The student of English should not neglect **poetry**: although more difficult than prose to understand, it is a valuable aid in obtaining a wide vocabulary, and may also assist much in indicating the correct pronunciation of unfamiliar words.

THE COUNTRY SCHOOLMASTER.¹

Brisk wielder of the birch and rule,
The master of the **district** school

¹ This is an extract from the long poem, "Snow Bound." This poem describes a snow storm and tells how the time was passed in a farmhouse during the storm. Each occupant of the house is described.

Held at the fire his **avored** place ;
 Its warm **glow** lit a laughing face
 Fresh-hued and fair,² where scarce ³ appeared
 The **uncertain** prophecy of beard.
Born the wild Northern hills among,⁴
 From whence ⁵ his yeoman father wrung
 By patient toil subsistence scant,⁶
 Not competence and yet not want,
 He early gained the power to pay
 His cheerful, self-reliant way ;
 Could doff ⁷ at ease his scholar's gown
 To peddle wares from town to town ;
 Or through the long vacation's reach
 In lonely lowland districts teach,
 Where all the droll experience found
 At stranger hearths in boarding 'round,⁸
 The rustic party, with its rough
Accompaniment of blind-man's-buff,⁹
 And whirling plate,⁹ and forfeits paid,
 His winter task a pastime made.
 Happy the snow-locked homes wherein ¹⁰
 He tuned his merry violin.
 A careless boy that night he seemed ;
 But at his desk he had the look
 And air of one who wisely schemed,

² *Fair*: Note that this word has various significations. It is here equal to *blonde*.

³ *Scarce*, in prose "scarcely" would be used.

⁴ *Among*, in prose the preposition should precede its noun: thus, this line would read, "Born among the wild, northern hills."

⁵ *Whence*; this word means "from which." The expression "From whence" is redundant.

⁶ *Scant*, in prose the adjective should precede the noun.

⁷ *Doff*, a poetical and archaic word. In prose we say "take off."

⁸ *Boarding 'round*: It was formerly the custom for the teacher in a country school to spend a few days at the home of each of his pupils. This was known as "boarding 'round."

⁹ *Blind-man's-buff*, whirling the plate: Games commonly played at country parties.

¹⁰ *Wherein*, equal to "in which."

And **hostage** from the **future** took
In trained¹¹ thought and **lore** of book.

JOHN G. WHITTIER.

A PSALM OF LIFE.

Tell me not in **mournful** numbers,¹²
Life is but an **empty** dream!
For the **soul** is dead that **slumbers**,
And things are not what they seem.

Life is real! **Life** is **earnest**!
And the grave is not its **goal**;
Dust thou art,¹³ to dust returnest,
Was not spoken of the soul.

Lives of great men all remind us
We can make our lives **sublime**,
And, **departing**, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er¹⁴ life's **solemn** main,
A **forlorn** and **shipwrecked** brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any **fate**;
Still **achieving**, still pursuing,
Learn to labor and to wait.

HENRY WADSWORTH LONGFELLOW.

¹¹ *Trained*: This word is divided into two syllables for the sake of the metrical arrangement. Ordinarily it is pronounced as one syllable.

¹² *Numbers*, a poetical term for verses.

¹³ *Thou art*: The use of the second person singular is common in poetry.

¹⁴ *O'er*, equal to *over*.

EXERCISES.

- a. *For phonic drill:—* (Nouns and verbs, or adjectives, spelled alike, but accented differently.)

Présent, a gift.

présent, to give.

áccent, the stress of the voice on a syllable.

accént, to indicate the accent.

éxpert, one who is skilled.

expért, skilled.

díscout, an amount deducted.

discoúnt, to deduct.

pérfume, an agreeable odor.

perfúme, to make odorous.

- b. *Use each of the words in exercise a in an original sentence.*

- c. *Find several rhymes for each of the following words:—* Fly; hand; book; old; true; seat.

- d. *Rewrite, in prose form, the selection "The Country Schoolmaster."*

- e. *Give principal parts of the following verbs:—*

Fall; show; hold; light; wring; tell; doff; speak.

- f. *For oral or written composition:—*

What different significations has the word *foot*? What is meant by the "scholar's gown"? What games are played at parties in Porto Rico? What is a violin? What is a dream? Of what was "Dust thou art to dust returnest" spoken? What ought we to achieve? What ought we to pursue?

- g. *For translation into English:—*

1. En la versificación inglesa el ritmo se basa en la

acentuación de las sílabas. El orden de los acentos debe seguir una regla general.

2. Se llama pie á una sílaba acentuada con una ó dos sin acento. El acento puede caer en la primera ó en la última sílaba del pie.

3. El verso más común tiene los pies de dos sílabas. Algunas veces se emplean en el mismo verso los pies de dos y los de tres sílabas.

4. La rima se basa en las vocales. Las palabras rimadas deben tener los mismos sonidos. Por ejemplo, los vocablos *down* y *brown* riman, pero *down* no rima con *blown*.

5. Dos ó más versos puestos en una forma regular hacen una estrofa. La estrofa más de moda consta de cuatro versos, pero se puede usar nueve ó diez versos.

6. El joven maestro se sienta cerca del fuego y las llamas alumbran su cara rubia. Su padre no era un hombre rico y el joven ha aprendido á ganar su propia subsistencia.

7. Ya parecía un muchacho descuidado, ya un sabio. Podía jugar á la gallina ciega ó tocar el violín. Siempre la gente estaba contenta de recibirle en su casa.

8. La vida no es sueño, pero es verdad que las cosas no son siempre lo que parecen. El alma no es de polvo y no se queda en la tumba. La vida real es la vida del alma.

9. Las vidas de los hombres grandes nos recuerdan que podemos también vivir bien. Quizás algún hermano desamparado verá nuestras huellas, y se reanimará.

LESSON XXV.

SELECTIONS FOR READING.

STEP BY STEP.

Heaven is not reached at a single **bound**;
But we build the ladder by which we rise
From the **lowly** earth to the **vaulted** skies,
And we mount to its **summit** round by round.

I count ¹ this thing to be **grandly** true:
That a noble deed is a **step** toward God,
Lifting the soul from the common **clod**
To a **purser** air and broader **view**.

We rise by the things that are under our feet;
By what we have **mastered** of good and **gain**;
By the pride **deposed**, and the **passion** slain,
And the **vanquished** ills that we **hourly** meet.

We hope, we **aspire**, we **resolve**, we trust,
When the morning calls us to life and light,
But our hearts grow **weary**, and **ere** the night
Our lives are **trailing** the **sordid** dust.

We hope, we resolve, we aspire, we pray,
And we think that we mount the air on wings
Beyond the recall of **sensual** things,
While our feet still **cling** to the heavy clay.

¹ *Count, equal to consider.*

Wings for the angels, but feet for men!
We may borrow the wings to find the way,—
We may hope, and resolve, and aspire, and pray;
But our feet must rise, or we fall again.

Only in dreams is a ladder thrown
From the weary earth to the **sapphire** walls;
But the dreams depart, and the **vision** falls,
And the sleeper ² **wakes** on his **pillow** of stone.

Heaven is not reached at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.
J. G. HOLLAND.

THE VILLAGE BLACKSMITH.

Under a spreading **chestnut**-tree
The village **smithy** stands;
The smith, a **mighty** man is he,³
With large and **sinewy** hands;
And the muscles of his **brawny** arms
Are strong as **iron** bands.

His hair is **crisp**, and black, and long,
His face is like the **tan**;
His **brow** is wet with honest **sweat**,
He earns **whate'er** ⁴ he can,
And looks the whole world in the face,
For he **owes** not any man.

² *Sleeper*: Reference is here made to the Bible story of Jacob and his dream of the ladder with the angels ascending and descending: see Genesis 28, 12.

³ In prose this line would read "The smith is a mighty man."

⁴ *Whate'er*, equal to *whatever*.

Week in, week out,⁵ from morn⁶ till night,
You can hear his **bellows** blow,
You can hear him swing his heavy **sledge**,
With measured **beat** and slow,
Like a **sexton** ringing the village bell,
When the evening sun is low.

Toiling,— rejoicing,— **sorrowing**,
Onward through life he goes ;
Each morning sees some task begin,
Each evening sees it close ;
Something attempted, something done,
Has earned a night's **repose**.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast⁷ taught !
Thus at the **flaming forge** of life
Our fortunes must be **wrought** ;⁸
Thus on its sounding **anvil shaped**
Each burning deed and thought.
HENRY WADSWORTH LONGFELLOW.

AMERICA.

My country, 'tis of thee,
Sweet land of **liberty**,
Of thee I sing ;
Land where my fathers died,

⁵ *Week in, week out*, equal to *every week*.

⁶ *Morn*, poetical for *morning*.

⁷ Second person singular, equal to *you have*.

⁸ *Wrought*, an archaic and poetical form for the past tense of *work*; in prose used as an adjective in such phrases as "wrought iron."

⁹ *Thee*, second person singular, used throughout this poem: "Thy name I love," "To Thee we sing."

Land of the Pilgrim's pride,
From every **mountain** side
Let **freedom** ring.

My native country, thee —
Land of the noble, **free** —
Thy name I love ;
I love thy rocks and **rills**,
Thy **woods** and **templed** hills ; ¹⁰
My heart with **rapture** **thrills**,
Like that above.

Let **music** swell the breeze,
And ring from all the trees
Sweet freedom's song ;
Let **mortal** tongues **awake** ;
Let all that breathe **partake** ;
Let rocks their **silence** break,—
The sound **prolong**.

Our father's God, to Thee,
Author of liberty,
To Thee we sing ;
Long may our land be bright
With freedom's holy light ;
Protect us by thy might,
Great God, our King.

SAMUEL F. SMITH.

¹⁰ *Templed hills*, that is, hills upon which churches (temples) have been erected.

EXERCISES.

- a. *For phonic drill: (Words of common derivation, with variation of vowels.)*

explain	maintain
explanation	maintenance
pronounce	contain
pronunciation	contents
repeat	pride
repetition	proud
exclaim	suspect
exclamation	suspicion
speak	vain
speech	vanity

- b. *Use each of the words in exercise a in an original sentence.*
- c. *Use each of the following words in a question:—*
Ladder; noble; smith; strong; earn; bell; task; pride; music; flag.
- d. *Rewrite, in 'prose form, the first three stanzas of "The Village Blacksmith."*
- e. *Give the principal parts of the following verbs:—*
Stand; hear; swing; ring; build; rise; awake; break; slay.
- f. *For oral or written composition:—*
What is a noble deed? Give an example of one.
What does a blacksmith do? Why are his arms strong?
What are muscles? What is the bellows? What is an anvil? Why is America called the land of the "Pilgrim's Pride"?

g. *For translation into English:—*

1. No podemos alcanzar al Cielo de un solo salto. No hay una escala pero tenemos que construir una.

2. Un hecho noble es un paso hacia arriba. Venciendo el orgullo y los males nos levantamos.

3. Algunas veces estamos cansados y queremos alas. Los ángeles tienen las alas pero los hombres no las tienen. Nuestros sueños pasan y nos levantamos á luchar de nuevo.

4. El herrero es un hombre fuerte, de complexión morena. Gana lo que puede por su propio trabajo, no debe nada á nadie.

5. Semana tras semana trabaja en la fragua. ¿No oye V. su gran martillo? Suena como la campana de la iglesia.

6. Va siempre adelante. Cada mañana empieza una nueva tarea y la acaba antes de la noche. Una cosa bien hecha da derecho á una noche tranquila.

7. He aprendido una lección de mi amigo el herrero: tenemos también que trabajar en la gran fragua de la vida, formando nuestros destinos. Cada palabra y pensamiento debemos formarlos como en un yunque.

8. “América” es el himno nacional. Los americanos llaman á su país “El dulce país de la Libertad.”

REVIEW EXERCISES.

LESSONS I TO V, INCLUSIVE.

- a. Pronounce the following words:—
Weigh; fear; believe; water; calm; land; laugh; talk;
strange; watch; field; cause; brave; air; half.
- b. Use each of the words in Exercise *a* in a question,
and in a sentence answering the question.
- c. Rewrite or tell briefly, the selection in Lesson IV,
“On the Witness Stand.”
- d. From the reading lessons, select ten adjectives which
have a good or agreeable signification. Use each of them
in an original sentence.
- e. Make an adverb from each of the adjectives used in
Exercise *d* and use the ten adverbs in original sentences.
- f. Select five of the *longest* words used in the selections
and use each of them in an original sentence.
- g. Subjects for composition:
Columbus before Queen Isabela. Geographical knowl-
edge in 1492. The early inhabitants of the West Indies.
Career of Ponce de Leon. Spanish names.

LESSONS VI TO X, INCLUSIVE.

- a. Pronounce the following words:—
- | | | | |
|-------|---------|---------|----------|
| again | morning | pretty | thick |
| idle | coast | blow | pleasant |
| dim | friend | thought | sign |
| hot | kind | holiday | strong |

- b. Use each of the words in Exercise *a* in an original sentence.
- c. Rewrite, or tell briefly, the selection, "He Didn't Want to Live," Lesson VI.
- d. From the reading lessons, select five words which may be used either as *nouns* or *verbs*, and use each of them, first as a noun and second as a verb, in original sentences.
- e. Select from the reading lessons six words of three syllables each, and use each in an original sentence.
- f. Subjects for compositions:—
 Fashions in clothing in Porto Rico. A usual Porto Rican dinner. A storm in summer. The profession of teaching. Early discoveries and settlements in America.

LESSONS XI TO XV, INCLUSIVE.

- a. Pronounce the following words:
- | | | | |
|--------|---------|-------|-------|
| extend | school | good | soup |
| food | fruit | usual | month |
| love | ousin | hard | prove |
| blue | country | sum | suit |
- b. Use each of the words in Exercise *a* in a question.
- c. Rewrite, or tell briefly, the selection "The Boat Race," Lesson XII.
- d. From the reading lessons, select ten nouns which have forms similar to Spanish words, and use each of them in an original sentence.
- e. From the reading lessons, select ten adverbs and use each of them in an original sentence.
- f. Use in original sentences the ten adjectives which correspond to the ten adverbs of Exercise *e*.

- g. Subjects for compositions:—
A holiday feast.
A trip to New York.
Railroads in Porto Rico.
Spanish and American money.
Clocks and watches.
-

LESSONS XVI TO XX, INCLUSIVE.

- a. Pronounce the following words:—

work	person	queen	gown
mouse	coin	island	people
mineral	town	girl	surface
boy	wheel	noise	crown

- b. Use each of the words in Exercise *a*, together with an adjective selected from the reading lessons, in an original sentence.
- c. Rewrite, or tell briefly, the selection in Lesson XIX, "The Arab and his Camel."
- d. From the reading lessons select ten words of four syllables each, and use each in an original sentence.
- e. Write a letter to the postmaster at San Juan, applying for a position in the post office.
- f. Subjects for compositions:
Ancient and modern schools.
Domestic animals in Porto Rico.
Letter writing.
Power of observation.
Advantages of a republican form of government.
Municipal government in Porto Rico.

LESSONS XXI TO XXV, INCLUSIVE.

a. Pronounce the following words:—

bicycle	dwarf	exactly	hurry
future	hereditary	grief	identical
intelligence	persistent	prayer	locomotive
luxurious	shrill	satisfaction	region

b. Use each of the words in Exercise *a* in an original sentence:—

c. Rewrite, or tell briefly, the selection “Nathan Hale,” in Lesson XXII.

d. From the reading lessons, select ten verbs which are used in the present tense, and use the past tense, negative, of each in original sentences.

e. Make a complete English-Spanish vocabulary for the selection “Step by Step” in Lesson XXV.

f. Subjects for compositions:—

An industrious man.

A lazy man.

A patriotic man.

The English language.

English poetry.

Spanish poetry.

LIST OF MOST COMMON ABBREVIATIONS.

@	At or to.	Dak.	Dakota.
A. B. or B. A.	Bachelor of Arts.	D. C.	District of Columbia.
Acct.	Account.	D. D.	Doctor of Divinity.
A. D.	In the year of our Lord.	Dec.	December.
Ala.	Alabama.	Del.	Delaware.
A. M. (or a. m.)	Before noon (<i>ante meridiem.</i>)	Dept.	Department.
A. M. or M. A.	Master of Arts.	Do.	The same (<i>ditto</i>).
Ark.	Arkansas.	Dr.	Debtor.
Asst.	Assistant.	Dr.	Doctor.
Aug.	August.	E.	East.
Ave. or Av.	Avenue.	e. g.	For example (<i>exempli gratia</i>).
B. C.	Before Christ.	Esq.	Esquire.
Cal.	California.	etc. or &c.,	And others; and so forth.
Capt.	Captain.	Ex.	Example.
Co.	Company.	F. or Fahr.,	Fahrenheit (thermometer).
Co.	County.	Feb.	February.
C. O. D.	Collect on Delivery.	Fla.	Florida.
Col.	Colonel.	Fri.	Friday.
Col. or Colo.	Colorado.	Ga.	Georgia.
Com.	Commissioner.	Gen.	General.
Conn.	Connecticut.	Gov.	Governor.
Cr.	Creditor.	Hon.	Honorable.
Ct.	Cent.	Ill.	Illinois.
		Ind.	Indiana.

Ind. T.	Indian Territory.	Mt.	Mountain.
inst.,	The present month	N.	North.
	(<i>instant</i>).	N. A.	North America.
Io.	Iowa.	N. B.	Note well (<i>nota bene</i>).
Jan.	January.	Neb.	Nebraska.
Jr.	Junior.	Nev.	Nevada.
Kan.	Kansas.	N. C.	North Carolina.
Ky.	Kentucky.	N. H.	New Hampshire.
La.	Louisiana.	N. J.	New Jersey.
lb.	Pound.	N. M.	New Mexico.
L. I.	Long Island.	No.	Number.
Lieut.	Lieutenant.	Nov.	November.
LL. D.	Doctor of Laws.	N. Y.	New York.
M.	Noon (<i>meridies</i>).	O.	Ohio.
m.	Meter.	O. K.	Satisfactory.
Maj.-Gen.	Major-General.	Oct.	October.
Mass.	Massachusetts.	Or.	Oregon.
M. C.	Member of Congress.	p.	Page.
M. D.	Doctor of Medicine.	Pa. or Penn.	Pennsylvania.
Md.	Maryland.	Ph. D.	Doctor of Philosophy.
Me.	Maine.	P. I.	Philippine Islands.
Messrs.	Gentlemen (<i>Messieurs</i>).	P. M. or p. m.	Afternoon
			(<i>post meridiem</i>).
Mich.	Michigan.	P. M.	Postmaster.
Minn.	Minnesota.	P. O.	Post Office.
Miss.	Mississippi.	pp.	Pages.
Mme.	Madame.	P. R.	Porto Rico.
Mo.	Missouri.	Pres.	President.
Mon.	Monday.	Prof.	Professor.
Mont.	Montana.	Pro tem.	For the time being
Mr.	Mister.		(<i>pro tempore</i>).
Mrs.	Mistress.	prox.	Next month
MSS.	Manuscripts.		(<i>proximo</i>).

P. S.	Postscript (<i>post scriptum</i>).	Tues.	Tuesday.
Rev.	Reverend.	U. S.	United States.
R. I.	Rhode Island.	U. S. A.	United States Army.
R. R.	Railroad.	U. S. A.	United States of America.
Rt. Rev.	Right Reverend.	U. S. M.	United States Mail.
Ry.	Railway.	U. S. N.	United States Navy.
S.	South.	Va.	Virginia.
Sat.	Saturday.	Vt.	Vermont.
Sept.	September.	W.	West.
Sr.	Senior.	Wed.	Wednesday.
S. C.	South Carolina.	Wis.	Wisconsin.
St.	Street.	Wash.	Washington.
Sun.	Sunday.	Wy.	Wyoming.
Supt.	Superintendent.	W. Va.	West Virginia.
Tenn.	Tennessee.	yd.	Yard.
Tex.	Texas.	Ult.	Last month (<i>ultimo</i>).
Thurs.	Thursday		

VOCABULARY

VOCABULARY

En este vocabulario no aparecen las palabras españolas de forma tan semejante á las inglesas que se puede conocerlas sin dificultad. En su lugar, después de la palabra inglesa se encuentra un guión; por ejemplo, después de *instruction* el guión ocupa el lugar de la palabra española *instrucción*.

ABBREVIATIONS.

<i>a.</i> , adjective.	<i>part.</i> , participle.
<i>adv.</i> , adverb.	<i>pl.</i> , plural.
<i>conj.</i> , conjunction.	<i>pro.</i> , pronoun.
<i>inter.</i> , interjection.	<i>prep.</i> , preposition.
<i>irr.</i> , irregular.	<i>reg.</i> , regular.
<i>n.</i> , noun.	<i>v.</i> , verb.

A

Abandon , <i>reg. v.</i> _____	accompany , <i>reg. v.</i> , acompañar.
abbreviate , <i>reg. v.</i> _____	accomplishment , <i>n.</i> , consumación, conocimiento.
abbreviation , <i>n.</i> , _____	according , <i>part.</i> , según.
absolute , <i>a.</i> , _____	account , <i>n.</i> , cuenta; on account of, por motivo de.
abstract , <i>n.</i> , resumen.	accurate , <i>a.</i> , exacto.
absurd , <i>a.</i> , _____	accuse , <i>reg. v.</i> , _____
abundant , <i>a.</i> , _____	accustom , <i>reg. v.</i> , acostumbrar.
abundantly , <i>adv.</i> , _____	achieve , <i>reg. v.</i> , lograr.
accent , <i>n.</i> , _____	acknowledge , <i>reg. v.</i> , reconocer.
accented , <i>a.</i> , _____	a-courting , <i>part.</i> (forma anticuada. <i>Vea court.</i>), cortejar.
accentuation , <i>n.</i> , _____	
accident , <i>n.</i> , _____	
accompaniment , <i>n.</i> , acompañamiento.	

- acquaintance, *n.*, conocimiento.
 to acquaint, *reg. v.*, conocer.
 acquire, *reg. v.*, adquirir.
 act, *reg. v.*, actuar.
 action, *n.*, ————
 add, *reg. v.*, añadir.
 admiration, *n.*, ————
 advance, *reg. v.*, adelantar.
 advertisement, *n.*, anuncio.
 affair, *n.*, asunto.
 affect, *reg. v.*, afectar.
 affection, *n.*, afecto, amor.
 affectionately, *adv.*, cariñosamente.
 afford, *reg. v.*, dar.
 afraid, *a.*, amedrentado.
 against, *prep.*, contra.
 age, *n.*, edad.
 aid, *n.*, auxilio.
 aimless, *a.*, sin objeto fijo.
 aisle, *n.*, calle (en una escuela ó iglesia), pasillo.
 akin, *a.*, relacionado.
 alarm, *n.*, asusto; alarm clock, *n.*, reloj despertador.
 alike, *a.*, semejante.
 allow, *reg. v.*, permitir.
 almighty, *a.*, todopoderoso.
 The Almighty, *n.*, Dios.
 almond, *n.*, almendra.
 aloud, *adv.*, en alta voz.
 alphabet, *n.*, ————
 alternately, *adv.*, por turno.
 altogether, *adv.*, en todo.
 ambitious, *a.*, ————
 amidst, *prep.*, entre.
 ammunition, *n.*, municiones.
 among, *prep.*, entre.
 amount, *n.*, montante.
 ample, *a.*, ————
 anapaest, *n.*, anapesto.
 anapaestic, *a.*, anapéstico.
 ancestor, *n.*, progenitor.
 ancestry, *n.*, linaje.
 anchor, *n.*, ancla.
 ancient, *a.*, antiguo.
 angel, *n.*, ————
 angry, *a.*, colérico.
 animating, *part.*, animante.
 annals, *n. pl.*, anales.
 announce, *reg. v.*, ————
 ant, *n.*, hormiga.
 answer, *reg. v.*, contestar.
 antonym, *n.*, palabra de significación opuesta á otra.
 anvil, *n.*, yunque.
 anywhere, *adv.*, por donde quiera.
 apart, *adv.*, aparte: to tell apart, distinguir.
 apiece, *adv.*, cada uno.
 apparently, *adv.*, aparentemente.
 appear, *reg. v.*, aparecer.

appearance, *n.*, apariencia.
 appetite, *n.*, ————
 application, *n.*, solicitud.
 apply, *reg. v.*, hacer solici-
 tud.
 appoint, *reg. v.*, nombrar.
 appreciate, *reg. v.*, apreciar.
 appreciation, *n.*, ————
 approach, *reg. v.*, aproximar.
 appropriate, *a.*, á propósito.
 arched, *a.*, arqueado.
 archipelago, *n.*, ————
 architect, *n.*, ————
 arise, *irr. v.*, (arose, arisen,)
 subir, levantarse.
 aristocracy, *n.*, ————
 arithmetical, *a.*, ————
 armor, *n.*, armadura.
 army, *n.*, ejército.
 arrangement, *n.*, arreglo.
 arrival, *n.*, llegada.
 arrow, *n.*, flecha.
 article, *n.*, artículo.
 ascend, *reg. v.*, ————
 ashamed, *a.*, vergonzoso: to
 be ashamed, tener vergü-
 enza.
 aside, *adv.*, á un lado.
 aspire, *reg. v.*, ————
 assistance, *n.*, ayuda.
 assortment, *n.*, surtido.
 assure, *reg. v.*, asegurar.
 astonish, *reg. v.*, asombrar.

attack, *reg. v.*, ————
 attempt, *reg. v.*, tratar de.
 attention, *n.*, ————
 attractive, *a.*, ————
 aunt, *n.*, tía.
 author, *n.*, autor.
 authority, *n.*, autoridad.
 automobile, *n.*, ————
 avordupois, *a.*, sistema de
 pesos.
 await, *reg. v.*, aguardar.
 awake, *irr. v.* (awoke,
 awakened; tambien *reg.*),
 despertar.
 away, *adv.*, afuera.
 awhile, *adv.*, un rato.

B

baby, *n.*, nene.
 babyhood, *n.*, infancia.
 back, *n.*, lomo.
 back, *adv.*, atrás; to bring
 back, traer otra vez.
 backwards, *adv.*, hacia atrás.
 bag, *n.*, saco, bolso.
 baggage, *n.*, bagaje.
 balance, *n.*, balanza.
 bald-headed, *a.*, calvo.
 balloon, *n.*, globo.
 band, *n.*, faja, cinta; banda
 de música.
 banish, *reg. v.*, desterrar.

- bank**, *n.*, orilla (de un río); banco; **bank-bill**, *n.*, billete de banco.
banner, *n.*, estandarte, bandera.
baptize, *reg. v.*, bautizar.
barefooted, *a.*, descalzo.
bareheaded, *a.*, descubierto, sin sombrero.
bargain, *n.*, contrato; ganga.
bark, *reg. v.* ladrar.
barn, *n.*, granero.
barrel, *n.*, barril.
barter, *reg. v.*, traficar.
base-ball, *n.*, juego de pelota.
battle-ship, *n.*, barco de guerra del mayor tamaño.
beak, *n.*, pico.
beam, *n.*, destello.
bear, *n.*, oso.
bear, *irr. v.* (bore, borne), llevar, aguantar; (bore, born or borne), nacer.
beard, *n.*, barba.
bearer, *n.*, portador.
beast, *n.*, bestia.
beat, *n.*, golpe.
beat, *irr. v.* (beat, beat or beaten), batir, vencer.
beauty, *n.*, belleza.
become, *irr. v.*, (became, become), llegar á ser.
bed, *n.*, cama.
beef, *n.*, carne de vaca.
beef-steak, *n.*, filete frito ó asado; bíftek.
before, *prep., adv.*, ante, delante.
begin, *irr. v.*, (began, begun), empezar.
behind, *prep., adv.*, detrás.
behold, *irr. v.*, (beheld, beheld), mirar.
belief, *n.*, creencia.
believe, *reg. v.*, creer.
bell, *n.*, campana.
bellows, *n.*, fuelle.
below, *prep.*, abajo.
beneath, *prep., adv.*, abajo.
bench, *n.*, banco.
bend, *irr. v.* (bent, bent), encorvar, encaminar.
berth, *n.*, litera.
beseech, *irr. v.* (besought, besought), implorar.
betrothed, *n.*, prometido, novio.
beyond, *prep., adv.*, más allá.
Bible, *n.*, Biblia.
bicycle, *n.*, bicicleta.
bid, *irr. v.* (bade or bid, bidden or bid), mandar.
bind, *irr. v.* (bound, bound) atar.
birth, *n.*, nacimiento.

- bit, *n.*, pedacito.
 bite, *irr. v.* (bit, bitten or bit), morder.
 bitter, *a.*, amargo, cruel.
 blackish, *a.*, con tendencia al negro.
 black-smith, *n.*, herrador, herrero.
 blame, *n.*, culpa.
 bleat, *reg. v.*, balar.
 bless, *reg. v.*, bendecir.
 blessing, *n.*, bendición.
 blind, *a.*, ciego; blind-man's buff, *n.*, juego de la galina ciega.
 blonde, *a.*, rubio.
 blonde, *n.*, una rubia.
 bloom, *reg. v.*, echar flor.
 blow, *n.*, golpe.
 blow, *irr. v.* (blew, blown), soplar.
 blush, *reg. v.*, ruborizar.
 board, *n.*, tabla; on board of, á bordo.
 board, *reg. v.*, comer ó residir con otra.
 boat, *n.*, bote.
 boatswain, *n.*, contramaestre.
 bony, *a.*, huesoso.
 booklet, *n.*, folleto.
 born, *part.*, nacido, vea *bear*.
 borrow, *reg. v.*, pedir prestado.
 bottom, *n.*, fondo.
 bound, *n.*, salto; part., vea *bind*.
 bounty, *n.*, bondad.
 bow, *n.*, proa.
 bowl, *n.*, tazón.
 bracelet, *n.*, brazalete.
 brain, *n.*, seso.
 branch, *n.*, ramo.
 brass, *n.*, latón.
 brawny, *a.*, fuerte.
 break, *irr. v.* (broke, broken), romper.
 breakfast, *n.*, desayuno.
 breathe, *reg. v.*, exhalar.
 bride, *n.*, novia.
 bridegroom, *n.*, novio.
 bridesmaid, *n.*, dama de honor.
 brief, *a.*, breve.
 briefly, *adv.*, brevemente.
 bright, *a.*, claro, brillante.
 brighten, *reg. v.*, abrillantar.
 brilliant, *a.*, ———
 brim, *n.*, borde.
 bring, *irr. v.*, (brought, brought), traer.
 brisk, *a.*, activo.
 British, *a.*, británico.
 broad, *a.*, ancho.

brother-in-law, *n.*, cuñado.
 brow, *n.*, frente.
 brunette, *n.*, una morena.
 brunette, *a.*, moreno.
 brute, *n.*, bestia, salvaje.
 build, *irr. v.* (built, built),
 construir, edificar.
 builder, *n.*, contratista, con-
 structor.
 bulky, *a.*, voluminoso.
 bullet, *n.*, bala.
 bunch, *n.*, racimo.
 bundle, *n.*, manojo.
 burden, *n.*, carga.
 burn, *reg. v.* and *irr.* (burnt,
 burnt), quemar.
 bushel, *n.*, fanega.
 business, *n.*, negocios; busi-
 ness suits, trajes de tra-
 bajo.
 button, *n.*, botón.
 button, *reg. v.*, abotonar.
 buy, *irr. v.* (bought,
 bought), comprar.

C.

cabin, *n.*, camarote.
 cable, *n.* ———
 cadi, *n.*, ———
 cake, *n.*, bizcocho.
 calf, *n.*, becerro.
 camel, *n.*, camello.
 candy, *n.*, bombones, dulces.

capacious, *a.*, capaz, grande.
 caravel, *n.*, ———
 careless, *a.*, descuidoso.
 carpenter, *n.*, ———
 carriage, *n.*, carruaje.
 cartman, *n.*, carretero.
 carve, *reg. v.*, trincar; carv-
 ing knife, *n.*, trinchante.
 case, *n.*, caso.
 cast, *irr. v.*, (cast, cast), ar-
 rojar.
 catch, *irr. v.* (caught,
 caught), coger.
 cause, *n.*, causa.
 cease, *reg. v.*, cesar.
 ceremony, *n.*, etiqueta, cere-
 monia.
 certainly, *adv.*, ciertamente.
 change, *n.*, cambio.
 chaplain, *n.*, capellán.
 character, *n.*, ———
 characteristic, *n.*, ———
 charm, *n.*, encanto.
 charming, *a.*, encantadora.
 chart, *n.*, mapa.
 chase, *reg. v.*, ahuyentar.
 cheap, *a.*, barato.
 check, *reg. v.*, parar; regis-
 trar (bagaje).
 cheek, *n.*, mejilla.
 cheer, *reg. v.*, alegrar.
 cheerful, *a.*, alegre.
 chest, *n.*, pecho; caja.

- chestnut, *n.*, castaña.
 chicken, *n.*, pollo.
 childish, *a.*, pueril.
 chilly, *a.*, frío.
 chimney, *n.*, chimenea.
 chin, *n.*, barba.
 china, *a.*, porcelana.
 chocolate, *n.*, ————
 choice, *n.*, selección.
 choose, *irr. v.* (chose, chosen), elegir.
 christen, *reg. v.*, bautizar.
 church, *n.*, iglesia.
 cigar, *n.*, cigarro, tabaco.
 civil, *a.*, ————
 civilization, *n.*, ————
 civilized, *a.*, ————
 claim, *n.*, reclamación.
 claim, *reg. v.*, reclamar.
 clam, *n.*, almeja. .
 clay, *n.*, arcilla.
 clergyman, *n.*, cura.
 cling, *irr. v.* (clung, clung), pegarse.
 clock, *n.*, reloj; alarm clock, despertador; clock-work, *n.*, movimiento de reloj.
 clod, *n.*, terrón.
 close, *reg. v.*, cerrar.
 closely, *adv.*, contigua-mente.
 closet, *n.*, armario.
 clothe, *reg. v. and irr.* (clad, clad), vestirse.
 clothes, *n.*, *pl.*, ropa.
 clothing, *n.*, ropa.
 clumsy, *a.*, tosco.
 coach, *n.*, coche.
 coal, *n.*, carbón.
 coat, *n.*, casaca, chaqueta; frock-coat, frac.
 coin, *n.*, moneda.
 coin, *reg. v.*, acuñar.
 coinage, *n.*, acuñaje.
 cold, *a.*, frío.
 collar, *n.*, cuello.
 college, *n.*, colegio, universidad.
 column, *n.*, columna.
 combination, *n.*, ————
 come, *irr. v.* (came, come), venir.
 comfort, *n.*, comodidad, conveniencia.
 comfortable, *a.*, comfortable.
 command, *n.*, mando.
 command, *reg. v.*, mandar.
 committee, *n.*, comisión.
 commodity, *n.*, comodidad, género.
 common, *a.*, común.
 communicative, *a.*, ————
 companion, *n.*, compañero.
 competence, *n.*, subsistencia.

- complain, *reg. v.*, quejar.
 complexion, *n.*, _____
 composition, *n.*, _____
 comrade, *n.*, camarade.
 confer, *reg. v.*, conferir.
 confession, *n.*, _____
 confuse, *reg. v.*, turbar.
 Congress, *n.*, _____
 connect, *reg. v.*, unir.
 conquest, *n.*, conquista.
 consequently, *adv.*, en consecuencia.
 consent, *n.*, consentimiento.
 consider, *reg. v.*, _____
 consolation, *n.*, _____
 consonant, *n.*, _____
 constancy *n.*, _____
 constant, *a.*, _____
 constantly, *adv.*, _____
 construction, *n.*, _____
 contain, *reg. v.*, contener.
 content, *a.*, satisfecho.
 contents, *n.*, contenido.
 contentment, *n.*, satisfacción.
 continue, *reg. v.*, _____
 contrary, *a.*, _____
 contribution, *n.*, cuota.
 convenience, *n.*, _____
 conventional, *a.*, _____
 conversation, *n.*, _____
 cook, *n.*, cocinero.
 copper, *n.*, cobre.
- cord, *n.*, cuerda (medida de leña).
 core, *n.*, corazón.
 corner, *n.*, rincón, esquina.
 correspondence, *n.*, _____
 cost, *irr. v.*, (cost, cost), costar.
 cotton, *n.*, algodón.
 countenance, *n.*, aspecto, continente.
 couplet, *n.*, copla.
 courage, *n.*, valor.
 courageous, *a.*, valiente.
 course, *n.*, curso: of course, por supuesto.
 court, *n.*, corte.
 court, *reg. v.*, cortejar.
 courtesy, *n.*, cortesía.
 court-room, *n.*, sala de justicia.
 cousin, *n.*, primo.
 crack, *n.*, rendija.
 craft, *n.*, embarcación.
 cranberry-sauce, *n.*, un compote de fruta.
 cruel, *a.*, _____
 cravat, *n.*, corbata.
 crayon, *n.*, tiza.
 creature, *n.*, _____
 creep, *irr. v.*, (crept, crept), gatear.
 crew, *n.*, tripulación.

crisp, a., rizado.
crowd, reg. v., amontonar.
crown, reg. v., coronar.
cucumber, n., pepino.
cuff, n., puño.
cultivate, reg. v., cultivar.
cup, n., tasa.
curl, reg. v., rizar, ensortijar.
curly, a., rizado.
current, a., corriente.
curved, part., encorvado.
cut, irr. v., (cut, cut), cortar.

D.

dactyl, n., dácilo.
dactylic, a., —————
daily, a., diario.
dainty, n., golosina.
damsel, n., damita.
dance, reg. v., bailar.
danger, n., peligro.
dangerous, a., peligroso.
darkness, v., oscuridad.
dash, n., guión.
dash, reg. v., arrojar, lanzar.
dauntless, a., intrépido.
dawn, n., amanecer.
deal, irr. v., (dealt, dealt),
 distribuir.
dear, a., caro.
debt, n., deuda.
decimal, a., —————

deck, n., cubierta.
declare, reg. v., —————
deed, n., hecho.
deep, a., hondo, profundo.
deer, n., cervo.
defiance, n., desafío.
define, reg. v., —————
definite, a., exacto.
degree, n., grado.
delay, reg. v., atrasar.
delegate, n., delegado.
delegate, reg. v., —————
delicately, adv., delicadamente.
delight, n., delicia.
delightful, a., encantador.
demand, n., —————
demand, reg. v., —————
democratic, a., —————
deny, reg. v., negar.
depart, reg. v., irse, partir.
deposed, part., destituido.
derivative, n., —————
dervish, n., —————
descend, reg. v., —————
descendant, n., —————
descent, n., —————
description, n., —————
descriptive, a., —————
desert, n., desierto.
deserted, part., abandonado.
deserve, reg. v., merecer.
desire, reg. v., desear.

- despair, *n.*, desesperación.
 dessert, *n.*, postre.
 destroy, *reg. v.*, destruir.
 detract, *reg. v.*, quitar, de-
 traer.
 devote, *reg. v.*, dar.
 dial, *n.*, esfera (de reloj.)
 dialect, *n.*, ————
 dictionary, *n.*, ————
 difficult, *a.*, difícil.
 difficulty, *n.*, dificultad.
 dig, *irr. v.*, (dug, dug),
 cavar.
 dignified, *a.*, digno.
 diligently, *adv.*, ————
 dim, *a.*, oscuro: dim light,
 penumbra.
 dime, *n.*, diez centavos.
 dine, *reg. v.*, comer.
 dingy, *a.*, oscuro.
 dinner, *n.*, comida.
 direct, *reg. v.*, dirigir.
 directly, *adv.*, ————
 disagreeable, *a.*, desagra-
 dable.
 disappear, *reg. v.*, desapa-
 recer.
 discomfort, *n.*, molestia.
 discontented, *a.*, malcontento.
 discourage, *reg. v.*, desani-
 mar.
 discuss, *reg. v.*, discutir.
 discussion, *n.*, ————
 disgrace, *n.*, afrenta.
 disgust, *reg. v.*, ————
 dish, *n.*, plato, manjar.
 disinterested, *a.*, ————
 dislike, *reg. v.*, desagradar.
 dismiss, *reg. v.*, despedir.
 dispute, *reg. v.*, argüir.
 disrespectful, *a.*, irrespetuoso.
 distance, *n.*, ————
 distant, *a.*, ————
 distinguish, *reg. v.*, ————
 district, *n.*, distrito.
 do, *irr. v.*, (did, done),
 hacer.
 dock, *n.*, muelle.
 doctor, *n.*, ————
 doff, *reg. v.*, quitar.
 double, *a.*, doble.
 doubt, *n.*, duda.
 doubtless, *adv.*, sin duda.
 doughnut, *n.*, fritura en
 forma de anillo.
 drag, *reg. v.*, arrastrar.
 draw, *irr. v.* (drew, drawn),
 tirar, dibujar: to draw
 up, pararse.
 dream, *n.*, sueño.
 dream, *reg. v.* and *irr.*
 (dreamt, dreamt), soñar.
 dress, *n.*, vestido; dress-
 maker, *n.*, costurera.
 drink, *irr. v.* (drank, drunk
 or drunken), beber.

drive, *irr. v.* (drove, driven),
guiar: drive away, ahuyentar.

droll, *a.*, jocoso.

droop, *reg. v.*, inclinar, machitar.

drop, *n.*, gota.

dry, *reg. v.*, secar.

dull, *a.*, embotado.

dunce, *n.*, tonto.

dust, *n.*, polvo.

Dutch, *a.*, holandés.

dutiful, *a.*, dócil.

dwarf, *n.*, enano.

dwel, *irr. v.* (dwelt, dwelt),
habitar.

dweller, *n.*, habitante.

E

eager, *a.*, ávido.

eagerly, *adv.*, ávidamente.

eagle, *n.*, águila.

Earl, *n.*, conde.

earn, *reg. v.*, ganar.

earnest, *a.*, formal.

easily, *adv.*, fácilmente.

eastward, *adv.*, hacia el este.

eat, *irr. v.* (ate, eaten),
comer.

education, *n.*, ———

elbow, *n.*, codo.

elect, *reg. v.*, elegir.

element, *n.*, ———

elephant, *n.*, ———

else, *a.*, otro, ajeno.

embodiment, *n.*, incorporación.

emperor, *n.*, emperador.

emphasize, *reg. v.*, recalcar.

empire, *n.*, imperio.

employ, *reg. v.*, emplear.

employer, *n.*, amo, jefe.

empty, *a.*, vacío.

empty, *reg. v.*, vaciar.

enclosure, *n.*, corral, recinto.

end, *n.*, fin; la parte superior
ó inferior.

endure, *reg. v.*, soportar,
sufrir.

engage, *reg. v.*, ganar.

engine, *n.*, máquina.

engineer, *n.*, maquinista.

enjoy, *reg. v.*, gozar de.

enormous, *a.*, ———

entire, *a.*, entero.

entirely, *adv.*, enteramente.

entitle, *reg. v.*, autorizar.

envelope, *n.*, sobre.

equal, *a.*, igual.

era, *n.*, ———

eraser, *n.*, borrador.

ere, *prep.*, antes de.

erect, *a.*, derecho.

escape, *reg. v.*, ———

esteem, *n.*, estimación.

eternity, *n.*, eternidad.

eventually, *adv.*, finalmente.

everyone, *pro.*, todo el mundo.

exactly, *adv.*, ———

exactness, *n.*, exactitud.

example, *n.*, ejemplo.

exceed, *reg. v.*, exceder.

except, *prep.*, á excepción de.

exchange, *reg. v.*, cambiar.

excite, *reg. v.*, ———

excitement, *n.*, excitación.

excuse, *reg. v.*, ———

execution, *n.*, ejecución.

exhibit, *reg. v.*, demostrar.

expanse, *n.*, extensión.

expect, *reg. v.*, esperar.

expensive, *a.*, costoso.

experience, *n.*, ———

experience, *reg. v.*, experimentar.

explain, *reg. v.*, explicar.

explanation, *n.*, explicación.

exploration, *n.*, ———

express, *reg. v.*, ———

expression, *n.*, ———

extend, *reg. v.*, ———

extensive, *a.*, ———

extent, *n.*, extensión.

extremely, *adv.*, extremadamente.

eyebrow, *n.*, ceja.

eyelash, *n.*, pestaña.

F

face, *n.*, cara, rostro.

factory, *n.*, fábrica.

faded, *part.*, desteñido.

faint, *a.*, tenue.

fair, *a.*, guapo; rubio; regular; fair-skinned, *a.*, rubio, de tez blanca.

faith, *n.*, fe.

faithful, *a.*, fiel.

fall, *irr. v.* (fell, fallen), caer.

familiar, *a.*, ———

fare, *n.*, vianda, comida; (de ferrocarril), precio de pasaje.

farther, *adv.*, más allá.

farthing, *n.*, cuarto de penique.

fashion, *n.*, modo; moda.

fasten (with buttons), *reg. v.*, abrochar.

fat, *a.*, gordo.

fatal, *a.*, ———

fate, *n.*, destino.

father-in-law, *n.*, suegro.

fault, *n.*, culpa.

favor, *n.*, ———

favorable, *a.*, ———

favored, *part.*, favorecido.

fearless, *a.*, valiente.

feast, *n.*, festín.

feast, *reg. v.*, festijar.

- feather, *n.*, pluma.
 feature, *n.*, rasgo, facción.
 federal, *a.*, ———
 feed, *irr. v.* (fed, fed), alimentar.
 feel, *irr. v.* (felt, felt), sentir.
 feeling, *n.*, sentimiento.
 fellow, *n.*, mozo; en composición de otras palabras significa *compañerismo*.
 fence, *n.*, palisada.
 ferocity, *n.*, ———
 fierce, *a.*, feroz.
 fight, *irr. v.* (fought, fought), pelear.
 figure, *n.*, ———
 find, *irr. v.* (found, found), encontrar.
 finery, *n.*, gala.
 finger, *n.*, dedo.
 fire, *n.*, fuego.
 fire, *reg. v.*, disparar, descargar.
 fireplace, *n.*, hogar.
 firmness, *n.*, firmeza.
 fish, *reg. v.*, pescar.
 fit, *reg. v.*, entallar.
 flaming, *part.*, llameante.
 flash, *n.*, rayo, centelleo.
 flat, *a.*, llano.
 flee, *irr. v.* (fled, fled), huir de.
 fling, *irr. v.* (flung, flung), echar.
 float, *reg. v.*, mantener á flote.
 flock, *n.*, bandada.
 flow, *reg. v.*, correr.
 flower, *reg. v.*, florecer.
 flush, *reg. v.*, sonrojar.
 fly, *irr. v.* (flew, flown), volar.
 folks, *n. pl.*, gente.
 follow, *reg. v.*, seguir.
 food, *n.*, alimento.
 fool, *n.*, loco.
 foolish, *a.*, tonto, loco.
 foolishness, *n.*, tontería.
 footprint, *n.*, huella.
 forbid, *irr. v.* (forbade, forbidden), prohibir.
 force, *reg. v.*, obligar.
 fore, *a.*, anterior.
 forehead, *n.*, frente.
 forfeit, *n.*, multa: en los juegos, prenda.
 forge, *n.*, fragua.
 forget, *irr. v.* (forgot, forgotten), olvidar.
 fork, *n.*, tenedor.
 forlorn, *a.*, desamparado.
 formerly, *adv.*, anteriormente.
 forsake, *irr. v.* (forsook, forsaken), abandonar.

fort, *n.*, fuerte.
 forth, *adv.*, fuera; to go forth, salir fuera.
 fortune, *n.*, ————
 forward, *adv.*, adelante.
 foul, *a.*, sucio, indecente.
 founder, *n.*, fundador.
 free, *a.*, libre.
 freedom, *n.*, libertad.
 frequently, *adv.*, ————
 freeze, *irr. v.* (froze, frozen), helar.
 frighten, *reg. v.*, asustar.
 frock coat, *n.*, frac.
 frown, *n.*, ceño.
 full-blown, *part.*, abierto (de flores.)
 furious, *a.*, ————
 furnish, *reg. v.*, surtir; dar.
 furniture, *n.*, muebles.
 further, *adv.*, más allá.
 future, *n.*, ————

G

Gaelic, *a.*, céltico.
 gain, *n.*, ganancia.
 gain, *reg. v.*, ganar.
 garb, *n.*, vestido.
 garment, *n.*, prenda.
 gaze, *n.*, mirada.
 general, *a.*, ————
 generally, *adv.*, ————
 generous, *a.*, ————

genius, *n.*, ————
 gently, *adv.*, suavemente.
 get, *irr. v.* (got, gotten or got), conseguir, ganar.
 ginger, *n.*, jengibre.
 give, *irr. v.* (gave, given), dar: give up, dejar, abandonar.
 gleam, *reg. v.*, fulgurar.
 glisten, *reg. v.*, resplandecer.
 glory, *n.*, ————
 glow, *n.*, encendimiento.
 go, *irr. v.* (went, gone), ir.
 goal, *n.*, fin.
 golden, *a.*, dorado.
 good-fellowship, *n.*, amistad.
 government, *n.*, gobierno.
 governmental, *a.*, gubernamental.
 gown, *n.*, traje (de mujer).
 grace, *n.*, ————
 graceful, *a.*, elegante.
 gracefully, *adv.*, graciosamente.
 grade, *n.*, ————
 gradually, *adv.*, ————
 graduate, *n.*, graduado.
 grandfather, *n.*, abuelo.
 grandly, *adv.*, ————
 grandson, *n.*, nieto.
 grape, *n.*, uva.
 grave, *n.*, tumba.
 grave, *a.*, serio.

gravy, *n.*, salsa.
 gray, *a.*, gris.
 graze, *reg. v.*, pastar.
 Greek, *n., a.*, griego.
 grief, *n.*, pena.
 grind, *irr. v.* (ground, ground), moler.
 grocer, *n.*, pulpero.
 grocery store, *n.*, pulpería.
 grotesque, *a.*, ————
 group, *n.*, grupo.
 grow, *irr. v.* (grew, grown), crecer.
 guard, *n.*, ————
 gun, *n.*, cañon, fusil.

H

half, *a.*, medio.
 halo, *n.*, ————
 handful, *n.*, puñado.
 handsome, *a.*, hermoso.
 hang, *irr. v.* (hung, hung), colgar.
 happen, *reg. v.*, acontecer.
 happily, *adv.*, felizmente.
 hard, *a.*, duro.
 hardly, *adv.*, escasamente.
 hare, *n.*, liebre.
 hark, *reg. v.*, escuchar.
 harmless, *a.*, inocuo.
 harmonious, *a.*, armonioso.
 harmony, *n.*, armonía.
 hatred, *n.*, odio, aversión.

have, *irr. v.* (had, had), tener, haber.
 hay, *n.*, heno.
 health, *n.*, salud.
 heap, *reg. v.*, hacer montones.
 hear, *irr. v.* (heard, heard), oír.
 hearth, *n.*, hogar.
 heartily, *adv.*, con buen apetito.
 hearty, *a.*, vigoroso.
 heat, *n.*, calor.
 heat, *reg. v.*, calentar.
 Heaven, *n.*, Cielo.
 heavily, *adv.*, pesadamente.
 heavy, *a.*, pesado.
 heed, *reg. v.*, atender.
 heel, *n.*, talón.
 height, *n.*, altura.
 help, *n.*, ayuda.
 hen, *n.*, gallina.
 hence, *adv.*, por eso.
 hereditary, *a.*, ————
 hero, *n.*, héroe.
 heroic, *a.*, ————
 hesitate, *reg. v.*, dudar, pausar.
 Hessian, *a.*, de Hesse.
 hide, *irr. v.* (hid, hidden), esconder.
 hind, *a.*, posterior.
 hit, *irr. v.* (hit, hit), pegar.

hither, <i>adv.</i> , acá.	I
hold, <i>irr. v.</i> (held, held), re- tener.	iambic, <i>a.</i> , yámbico.
hollow, <i>a.</i> , hundido.	iambus, <i>n.</i> , yambo.
holy, <i>a.</i> , santo.	ideal, <i>a.</i> , _____
homely, <i>a.</i> , feo.	identical, <i>a.</i> , _____
honesty, <i>n.</i> , probidad.	idle, <i>a.</i> , ocioso.
honey, <i>n.</i> , miel de abeja.	ill, <i>n.</i> , mal.
honorable, <i>a.</i> , honrado.	imagine, <i>reg. v.</i> , _____
hoof, <i>n.</i> , pezuña.	immediate, <i>a.</i> , _____
horn, <i>n.</i> , cuerno.	immortal, <i>a.</i> , _____
horseback, <i>n.</i> , lomo de ca- ballo: on horseback, á ca- ballo.	implicitly, <i>adv.</i> , _____
hostage, <i>n.</i> , rehén.	importance, <i>n.</i> , _____
hotel, <i>n.</i> , _____	important, <i>a.</i> , _____
hound, <i>n.</i> , lebel.	impudence, <i>n.</i> , insolencia.
hour-glass, <i>n.</i> , reloj de arena.	inconvenient, <i>a.</i> , incómodo, inconveniente.
hourly, <i>adv.</i> , á cada hora.	increase, <i>reg. v.</i> , aumentar
however, <i>adv.</i> , como quiera que sea.	independent, <i>a.</i> , _____
hued, <i>part.</i> , colorado.	indifference, <i>n.</i> , _____
hug, <i>n.</i> , abrazo.	individual, <i>n.</i> , <i>a.</i> , _____
huge, <i>a.</i> , enorme.	indoors, <i>adv.</i> , en casa.
human, <i>a.</i> , _____	industrious, <i>a.</i> , _____
humor, <i>n.</i> , _____	industry, <i>n.</i> , _____
hunt, <i>reg. v.</i> , cazar.	infamous, <i>a.</i> , infame.
hunter, <i>n.</i> , cazador.	infancy, <i>n.</i> , _____
hurry, <i>reg. v.</i> , ir aprisa, co- rrer, presuroso.	infer, <i>reg. v.</i> , _____
hurt, <i>irr. v.</i> (hurt, hurt), hacer daño.	inflection, <i>n.</i> , _____
hush, <i>reg. v.</i> , callar.	information, <i>n.</i> , _____
	infrequent, <i>a.</i> , raro.
	initial, <i>n.</i> , _____
	innocent, <i>a.</i> , _____
	inside, <i>adv.</i> , interior.
	insist, <i>reg. v.</i> , _____
	inspiration, <i>n.</i> , _____

instance, *n.*, ejemplo.
 instant, *n.*, momento.
 instantly, *adv.*, al instante.
 institution, *n.*, ———
 instruction, *n.*, ———
 insular, *a.*, ———
 intelligence, *n.*, ———
 intense, *a.*, ———
 intent, *n.*, sentido: to all in-
 tents and purposes, prác-
 ticamente.
 interest, *n.*, ———
 intermediate, *a.*, ———
 intimate, *a.*, ———
 introduce, *reg. v.*, ———
 introduction, *n.*, ———
 invade, *reg. v.*, ———
 invent, *reg. v.*, ———
 invention, *n.*, ———
 invert, *reg. v.*, ———
 invincible, *a.*, invencible.
 invite, *reg. v.*, convidar.
 irregular, *a.*, ———
 iron, *n.*, hierro.
 iron-bound, *a.*, atado de
 hierro.

J

jewel, *n.*, joya.
 jingle, *n.*, retintín.
 job, *n.*, empleo.
 join, *reg. v.*, unir.
 joy, *n.*, alegría.
 judge, *n.*, juez.

K

keep, *irr. v.* (kept, kept),
 guardar.
 key, *n.*, llave.
 kick, *reg. v.*, cocear.
 kin, *n.*, pariente.
 kind, *n.*, suerte.
 kind, *a.*, bueno, bondadoso.
 kindly, *adv.*, cariñosamente.
 kindness, *n.*, bondad.
 kingdom, *n.*, reino.
 kinsfolk, *n. pl.*, parientes.
 kinsmen, *n. pl.*, parientes.
 kiss, *n.*, beso.
 kitchen, *n.*, cocina.
 kith, *n.*, Se usa solamente en
 la frase *kith and kin*.
 Vea Lesson XI.
 knee, *n.*, rodilla.
 kneel, *reg. v.* and *irr.*
 (knelt, knelt), arrodil-
 larse.
 knife, *n.*, cuchillo: carving
 knife, trinchante.
 know, *irr. v.* (knew, known),
 saber, conocer.

L

labor, *reg. v.*, trabajar.
 lace, *n.*, encaje.
 lack, *n.*, falta.
 ladder, *n.*, escalera, escala
 lame, *a.*, cojo.

- lap, *n.*, falda.
 lasting, *a.*, duradero.
 Latin, *a.*, ————
 launch, *n.*, lancha (de vapor).
 lawyer, *n.*, abogado.
 lay, *irr. v.* (laid, laid), poner.
 lazy, *a.*, perezoso.
 lead, *irr. v.* (led, led), conducir.
 leak, *reg. v.*, gotear.
 leap, *reg. v.* and *irr.* (leapt, leapt), saltar.
 leave, *irr. v.* (left, left), dejar, salir de.
 left, *a.*, izquierda.
 lend, *irr. v.* (lent, lent), prestar.
 let, *irr. v.* (let, let), permitir, dejar.
 level, *reg. v.* (a gun), apuntar.
 liberty, *n.*, ————
 lie, *irr. v.* (lay, lain), reposar.
 lifetime, *n.*, tiempo de la vida.
 light, *n.*, luz.
 light, *a.*, claro, ligero.
 light, *reg. v.* and *irr.* (lit, lit), encender.
 lightning, *n.*, relámpago.
 liken, *reg. v.*, comparar.
 likewise, *adv.*, también.
 lily, *n.*, lirio.
 limb, *n.*, extremidad.
 line, *n.*, línea, verso.
 linen, *n.*, hilo.
 listen, *reg. v.*, escuchar.
 literary, *a.*, ————
 literature, *n.*, ————
 load, *n.*, carga.
 load, *reg. v.*, cargar.
 locate, *reg. v.*, colocar.
 location, *n.*, colocación.
 locomotive, *n.*, locomotora.
 lonely, *a.*, solitario.
 longish, *a.*, con tendencia al largo.
 lore, *n.*, (poetical), ciencia, sabiduría.
 lose, *irr. v.* (lost, lost), perder.
 lovable, *a.*, simpático.
 lovely, *a.*, amable.
 lowly, *a.*, humilde.
 lunch, *n.*, almuerzo.
 luncheon, *n.*, refacción.
 luster, *n.*, lustre.
 luxurious *a.*, lujoso.

M

- machine, *n.*, máquina.
 machinery, *n.*, maquinaria.

- mail**, *reg. v.*, echar en el correo.
mainland, *n.*, continente.
main, *n.*, océano; *a.*, principal, esencial.
maintain, *reg. v.*, mantener, sostener.
maintenance, *n.*, sostén.
majority, *n.*, mayoría.
make, *irr. v.* (made, made), hacer, construir.
manger, *n.*, pesebre.
manhood, *n.*, naturaleza del hombre; espíritu.
mankind, *n.*, humanidad.
manly, *a.*, varonil.
manner, *n.*, manera.
man-of-war, *n.*, barco de guerra.
manufacture, *reg. v.*, fabricar.
march, *n.*, ————
margin, *n.*, margen.
marriage, *n.*, matrimonio.
marry, *reg. v.*, casar.
master, *n.*, director, maestro.
master, *reg. v.*, dominar.
material, *n.*, ————
matter, *n.*, materia; asunto:
 no matter, no importa:
 What is the matter?
 ¿Qué ocurre?
- meal**, *n.*, cualquiera de las comidas.
mean, *irr. v.* (meant, meant), querer decir.
meantime, *adv.*, entretanto.
measure, *n.*, medida.
measure, *reg. v.*, medir.
meet, *irr. v.* (met, met), encontrarse.
meeting, *n.*, reunión; junta.
melancholy, *n.*, ————
melt, *reg. v.*, derrotar.
member, *n.*, miembro.
memorable, *a.*, ————
mental, *a.*, ————
merely, *adv.*, solamente.
merry, *a.*, alegre.
message, *n.*, mensaje.
metal, *n.*, ————
meter, *n.*, metro.
metrical, *a.*, ————
mid, *a.*, medio.
middle, *n.*, medio.
might, *n.*, poder.
mighty, *a.*, poderoso.
mill, *n.*, molino; milísimo.
mince pie, *n.*, pastelón de picadillo de carne y fruta.
mind, *n.*, mente.
mineral, *n.*, *a.*, ————
mingle, *reg. v.*, mezclar.
minister, *n.*, cura.

mint, *n.*, casa de moneda.
 minute, *n.*, ————
 mission, *n.*, ————
 mistress, *n.*, señora.
 mix, *reg. v.*, mezclar.
 mode, *n.*, manera.
 modern, *a.*, ————
 monarch, *n.*, monarca.
 monarchy, *n.*, monarquía.
 mortal, *n., a.*, ————
 mother-in-law, *n.*, suegra.
 mountain, *n.*, monte.
 mournful, *a.*, triste.
 mouse, *n.*, ratón.
 moustache, *n.*, bigote.
 mud, *n.*, fango, lodo.
 muddy, *a.*, lodoso.
 multitude, *n.*, ————
 municipality, *n.*, ————
 munificent, *a.*, ————
 murderer, *n.*, asesino.
 muscle, *n.*, músculo.
 muscular, *a.*, musculoso.
 musket, *n.*, mosquete.
 mush, *n.*, puches; comida
 compuesta de harina de
 maíz y agua.
 music, *n.*, ————
 mutton, *n.*, carnero.

N

name, *reg. v.*, llamar.
 napkin, *n.*, servilleta.

natural, *a.*, ————
 nature, *n.*, ————
 navy, *n.*, armada.
 neighbor, *n.*, vecino.
 nephew, *n.*, sobrino.
 network, *n.*, red.
 news, *n. pl.*, noticias.
 nickel, *n.*, níquel; moneda
 de cinco centavos.
 niece, *n.*, sobrina.
 noble, *a.*, ————
 noisy, *a.*, ruidoso.
 noon, *n.*, medio día.
 normal, *a.*, ————
 nostril, *n.*, ventana de nariz.
 note, *n.*, billete, cartita.
 noted, *part.*, célebre, co-
 nocido.
 notice, *n.*, atención.
 noticeable, *a.*, notable.
 numerous, *a.*, ————
 nut, *n.*, nuez.

O

oaken, *a.*, de nogal.
 oar, *n.*, rema.
 oath, *n.*, juramento; blas-
 femia.
 oblige, *reg. v.*, obligar: to be
 obliged, ser agradecido.
 observation, *n.*, ———— ob-
 servation car, carro á
 propósito para observar.

observe, *reg. v.*, ———
 occasion, *n.*, ———
 occasionally, *adv.*, ———
 occupy, *reg. v.*, ———
 occur, *reg. v.*, ———
 offense, *n.*, culpa.
 office, *n.*, oficina.
 olive, *a.*, olivo: *n.*, aceituna.
 onion, *n.*, cebolla.
 onward, *adv.*, adelantado.
 opposite, *a.*, opuesto.
 opposition, *n.*, ———
 oral, *a.*, ———
 orange, *n.*, naranja, china.
 ordinary, *a.*, ———
 origin, *n.*, ———
 original, *a.*, ———
 ornament, *n.*, ———
 ornate, *a.*, adornado, alto.
 orthography, *n.*, ortografía.
 ounce, *n.*, onza.
 out, *adv.*, fuera: out of
 doors ó outdoor, fuera de
 la casa.
 outgrowth, *n.*, resultado.
 outside, *prep.*, fuera de.
 outward, *adv.*, hacia fuera;
 outward baggage, bagaje
 de ida.
 oven, *n.*, horno.
 overflow, *reg. v.*, rebosar.
 overhanging, *part.*, saliente.

overtake, *irr. v.* (overtook,
 overtaken), alcanzar.

owe, *reg. v.*, deber.

owner, *n.*, dueño.

P

paint, *n.*, pintura.

pair, *n.*, par.

palace, *n.*, ———

pale, *a.*, pálido.

pantry, *n.*, despensa.

parallel, *a.*, paralelo, seme-
 jante.

pare, *reg. v.*, pelar.

part, *reg. v.*, partir.

partake, *irr. v.* (partook,
 partaken), participar de.

particular, *a.*, escrupuloso.

partly, *adv.*, parcialmente.

party, *n.*, tertulia.

pass, *irr. v.* (past, passed or
 past), pasar: pass away,
 salir, morir.

passion, *n.*, ———

passionate, *a.*, pasionado.

pastime, *n.*, pasatiempo.

path, *n.*, senda.

patience, *n.*, paciencia.

patient, *a.*, paciente.

patriarchal, *a.*, ———

patriot, *n.*, ———

- pay, *irr. v.* (paid, paid),
 pagar.
 payment, *n.*, pago, sueldo.
 pea, *n.*, chícharo.
 pearl, *n.*, perla.
 peculiar, *a.*, raro.
 pedagogy, *n.*, ————
 peddle, *reg. v.*, revender;
 vender de puerta en
 puerta.
 pence, *n. pl.* (penny), pen-
 ique.
 pendulum, *n.*, ————
 peony, *n.*, ————
 pepper, *n.*, pimienta.
 perfect, *a.*, entero.
 perform, *reg. v.*, hacer, eie-
 cutar.
 perhaps, *adv.*, quizás.
 perilous, *a.*, peligroso.
 period, *n.*, era, época; punto.
 permit, *reg. v.*, ————
 persistent, *a.*, ————
 person, *n.*, persona, cuerpo.
 personal, *a.*, ————
 persuade, *reg. v.*, ————
 philosopher, *n.*, filósofo.
 phonic, *a.*, fónico.
 phonetic, *a.*, fonético.
 phrase, *n.*, frase.
 physical, *a.*, físico.
 picture, *n.*, grabado.
 pie, *n.*, pastelón.
 piety, *n.*, piedad, religiosi-
 dad.
 pillow, *n.*, almohada.
 pin, *n.*, alfiler.
 pink, *a.*, color de rosa.
 pile, *n.*, pila.
 pile, *reg. v.*, amontonar.
 pine, *n., a.*, pino.
 piratical, *a.*, ————
 pity, *n.*, piedad, compasión.
 plain, *a.*, de facciones ordi-
 narias; sencillo; sin mez-
 cla.
 plan, *n.*, ————
 plant, *reg. v.*, sembrar.
 plate, *n.*, ————
 pleasantly, *adv.*, agradable-
 mente.
 pledge, *reg. v.*, dar en
 prenda.
 plumber, *n.*, plomero.
 plump, *a.*, grueso, rollizo.
 plum, *n.*, ciruela: plum pud-
 ding, pudín inglés.
 poetry, *n.*, poesía.
 point, *n.*, punto.
 polish, *reg. v.*, pulir.
 polite, *a.*, fino, cortés.
 politeness, *n.*, cortesía.
 political, *a.*, ————
 ponderous, *a.*, pesado.
 pooh! *inter.*, ¡bah!
 port, *n.*, puerto.

portion, *n.*, ———, dote.
 post, *n.*, correo.
 postage, *n.*, franqueo.
 postmaster, *n.*, administrador
 de correo.
 potato, *n.*, papa, patata.
 powder, *n.*, pólvora.
 power, *n.*, poder.
 practical, *a.*, ———
 practically, *adv.*, virtual-
 mente.
 praise, *reg. v.*, loar, alabar.
 pray, *reg. v.*, rezar.
 prayer, *n.*, plegaria.
 precede, *reg. v.*, anteponer.
 precision, *n.*, ———
 preparation, *n.*, ———
 prepay, *irr. v.* (prepaid, pre-
 paid), pagar adelantado.
 presence, *n.*, ———, asis-
 tencia.
 present, *n.*, regalo.
 present, *reg. v.*, dar.
 pretty, *a.*, bonito.
 pride, *n.*, orgullo.
 priest, *n.*, cura.
 print, *n.*, huella, impresión,
 estampa.
 prison, *n.*, carcel.
 probably, *adv.*, ———
 problem, *n.*, ———
 proclaim, *reg. v.*, proclamar.

profession, *n.*, carrera.
 professional, *a.*, ———
 progression, *n.*, ———
 prolong, *reg. v.*, extender.
 prominent, *a.*, saliente.
 promise, *reg. v.*, prometer.
 pronounce, *reg. v.*, pronun-
 ciar.
 pronunciation, *a.*, ———
 proper, *a.*, propio.
 properly, *adv.*, correcta-
 mente.
 prophecy, *n.*, profecía.
 proportion, *n.*, ———
 prospect, *n.*, esperanza, vista.
 protect, *reg. v.*, proteger.
 protest, *reg. v.*, ———
 proud, *a.*, orgulloso.
 proudly, *adv.*, orgullosa-
 mente.
 publish, *reg. v.*, publicar.
 pumpkin, *n.*, calabaza.
 punish, *reg. v.*, castigar.
 punch, *reg. v.*, punzar.
 purchase, *reg. v.*, comprar.
 pure, *a.*, ———
 Puritan, *a., n.*, ———
 purple, *a.*, purpúreo.
 purpose, *n.*, propósito.
 pursue, *reg. v.*, perseguir.
 push, *reg. v.*, empujar.
 put, *irr. v.* (put, put), poner.

Q

quality, *n.*, calidad.
 quantity, *n.*, cantidad.
 questioner, *n.*, preguntador.
 quintal, *n.*, ————
 quiver, *n.*, temblor.

R

race, *n.*, raza; carrera, regata.
 railroad, } *n.*, ferrocarril.
 railway, }
 rain, *n.*, lluvia.
 raise, *reg. v.*, levantar.
 raisin, *n.*, pasa.
 rapture, *n.*, rapto, transporte.
 rarely, *adv.*, raramente.
 rate, *n.*, tipo.
 raw, *a.*, crudo; frío.
 reach, *n.*, alcance, extensión.
 reach, *reg. v.*, alcanzar.
 read, *irr. v.* (read, read), leer.
 reader, *n.*, lector.
 readily, *adv.*, fácilmente.
 real, *a.*, verdadero.
 reasonable, *a.*, razonable.
 rebel, *n.*, rebelde.
 recall, *n.*, revocación.
 receipt, *n.*, recibo; *pl.*, ingresos.
 recent, *a.*, reciente.

reception, *n.*, ————
 reckon, *reg. v.*, contar, medir.
 recommend, *reg. v.*, ————
 recreation, *n.*, recreo.
 recur, *reg. v.*, repetirse.
 red-haired, *a.*, de pelo colorado.
 refer, *reg. v.*, ————
 reflect, *reg. v.*, reflejar.
 regard, *n.*, atención; *pl.*, memorias, recuerdos.
 regardless, *a.*, indiferente.
 region, *n.*, ————
 regret, *reg. v.*, sentir.
 regular, *a.*, ————
 regulate, *reg. v.*, arreglar.
 rejoice, *reg. v.*, regocijar.
 relation, *n.*, pariente: blood-relation, parentesco de sangre.
 relationship, *n.*, parentesco.
 relative, *n.*, pariente.
 rely, *reg. v.*, confiar en.
 remain, *reg. v.*, permanecer.
 remind, *reg. v.*, recordar.
 repair, *reg. v.*, reparar.
 reply, *reg. v.*, contestar.
 reporter, *n.*, ————
 repose, *n.*, descanso, tranquilidad.
 representation, *n.*, ————
 republic, *n.*, ————

- republican, *a.*, ————
 repulsive, *a.*, ————
 reputation, *n.*, ————
 request, *reg. v.*, pedir.
 require, *reg. v.*, requerir.
 resemblance, *n.*, parecido.
 resemble, *reg. v.*, aparecer.
 resolve, *reg. v.*, determinar.
 respect, *n.*, respeto.
 respective, *a.*, ————
 rest, *reg. v.*, descansar.
 restaurant, *n.*, ————
 restore, *reg. v.*, devolver.
 result, *n.*, resulta.
 result, *reg. v.*, ————; re-
 sult in, acabar en.
 resume, *reg. v.*, reocupar.
 retain, *reg. v.*, retener.
 revenue, *n.*, rentas internas:
 revenue-agent, agente de
 rentas internas.
 reverent, *a.*, ————
 revolution, *n.*, ————
 revolutionary, *a.*, ————
 rewrite, *irr. v.* (rewrote, re-
 written), escribir de nue-
 vo, ó en otra forma.
 rhyme, *n.*, rima.
 rhyme, *reg. v.*, rimar.
 rhythm, *n.*, ritmo.
 rhythmical, *a.*, rítmico.
 rice, *n.*, arroz.
 rich, *a.*, rico.
 ride, *irr. v.* (rode, ridden),
 cabalgar, pasear en coche.
 ridicule, *reg. v.*, ridiculizar.
 ridiculous, *a.*, ————
 right, *a.*, derecho, recto.
 rill, *n.*, riachuelo.
 ring, *irr. v.* (rang, rung),
 tocar, repicar.
 ripple, *reg. v.*, rizar, ondear.
 rise, *irr. v.* (rose, risen),
 levantarse.
 roar, *n.*, rugido.
 roast, *reg. v.*, asar: roast
 beef, carne asada, rosbif.
 robe, *reg. v.*, trajear, vestir.
 rock, *n.*, peña.
 rod, *n.*, una medida de 16½
 pies.
 romance, *n.*, ————
 root, *n.*, raíz.
 rosy, *a.*, color de rosa.
 rough, *a.*, áspero.
 round, *n.*, (de escala), pel-
 daño.
 row, *n.*, hilera.
 row, *reg. v.*, remar.
 rule, *n.*, regla.
 ruler, *n.*, regla; gobernador.
 run, *irr. v.* (ran, run), co-
 rrer.
 rustic, *a.*, campesino.

S

sacrifice, *n.*, ————sad, *a.*, triste.sadness, *n.*, tristeza.sagacity, *n.*, sagacidad.salary, *n.*, sueldo.salute, *n.*, saludo.sand, *n.*, arena.sapphire, *n.*, zafir: sapphire
walls, i.e. Cielo.sash, *n.*, faja (de seda).satisfaction, *n.*, ————saucer, *n.*, platillo.savage, *a.*, *n.*, salvaje.saw, *reg. v.*, serrar.say, *irr. v.* (said, said), de-
cir.scales, *n. pl.*, balanza.Scandinavian, *a.*, escandi-
navo.scant, *a.*, escaso, corto.scarce, *a.*, raro: *En la poesia*,
apenas.scarcely, *adv.*, apenas.scarlet, *a.*, escarlata.scene, *n.*, escena.scheme, *reg. v.*, formar
planes.scholar, *n.*, discípulo; docto.scoffingly, *adv.*, con mofa.scorn, *n.*, desprecio.screen, *n.*, biombo.sea-gull, *n.*, gaviota.search, *n.*, busca.search, *reg. v.*, buscar.seat, *reg. v.*, sentar.secret, *a.*, ————secure, *reg. v.*, obtener.see, *irr. v.* (saw, seen), ver.seek, *irr. v.* (sought,
sought), buscar.seize, *reg. v.*, coger.seldom, *adv.*, rara vez.select, *reg. v.*, elegir, esco-
ger.selectman, *n.*, miembro del
ayuntamiento.selfish, *a.*, egoísta.self-reliant, *a.*, confidente en
sí mismo.sell, *irr. v.* (sold, sold), ven-
der.send, *irr. v.* (sent, sent), en-
viar.sender, *n.*, remitente.sensible, *a.*, razonable.sensual, *a.*, ————separate, *a.*, separado.separately, *adv.*, separada-
mente.serene, *a.*, ————serenity, *n.*, ————series, *n.*, serie.serious, *a.*, ————servant, *n.*, criado.service, *n.*, ————

- set, *irr. v.* (set, set), fijar:
 set apart, dedicar.
 severe, *a.*, —————
 sexton, *n.*, sacristán.
 shade, *n.*, sombra; (de colores) tono, tinte.
 shaggy, *a.*, áspero.
 shake, *irr. v.* (shook, shaken), sacudir.
 shape, *reg. v.*, formar.
 share, *n.*, parte.
 share, *reg. v.*, partir.
 sharp, *a.*, agudo.
 shell, *n.*, concha.
 shilling, *n.*, chelín.
 shine, *irr. v.* (shone, shone), brillar.
 shipwrecked, *part.*, naufragado.
 shiver, *reg. v.*, temblar.
 shoe, *irr. v.* (shod, shod), calzar.
 shoe-maker, *n.*, zapatero.
 shoot, *irr. v.* (shot, shot), herir con arma de fuego.
 shoulder, *n.*, hombro.
 showy, *a.*, vistoso.
 shred, *n.*, fragmento, tira.
 shrill, *a.*, penetrante.
 shut, *irr. v.* (shut, shut), cerrar.
 shutter, *n.*, postigo.
 sigh, *reg. v.*, suspirar.
 sign, *n.*, rótulo.
 signature, *n.*, firma.
 silence, *n.*, —————
 silent, *a.*, silencioso.
 silk, *n.*, seda.
 silver, *n.*, plata: silver-plated, *a.*, plateado.
 similar, *a.*, semejante.
 simple, *a.*, sencillo.
 simplicity, *n.*, sencillez.
 since, *adv.*, desde; siendo.
 sincerity, *n.*, —————
 sinewy, *a.*, robusto.
 sing, *irr. v.* (sang, sung), cantar.
 single, *a.*, solo.
 sink, *irr. v.*, (sank, sunk), hundir.
 sire, *n.*, padre, Señor.
 sister-in-law, *n.*, cuñada.
 sit, *irr. v.*, (sat, sat), sentarse.
 skilled, *a.*, práctico, experto.
 skin, *n.*, piel, tez.
 skipping, *part.*, saltando.
 slate, *n.*, pizarra.
 slay, *irr. v.* (slew, slain), matar.
 sleep, *irr. v.* (slept, slept), dormir.
 sleeper, *n.*, cochecama; el que duerme.
 sledge, *n.*, mandarria.

- sleeve, *n.*, manga.
 slender, *a.*, enjuto.
 slide, *irr. v.* (slid, slid),
 resbalar.
 slumber, *reg. v.*, dormitar.
 smithy, *n.*, fragua.
 smoke, *reg. v.*, fumar.
 smoothly, *adv.*, fácilmente,
 blandamente.
 snake, *n.*, culebra.
 snow, *n.*, nieve; snow-locked,
 part., sitiado por la nieve.
 sober, *a.*, serio.
 so-called, *part.*, así llamado.
 social, *a.*, ————
 soft, *a.*, suave.
 soften, *reg. v.*, ablandar.
 solemn, *a.*, ————
 solicitation, *n.*, ————
 somehow, *adv.*, de algún
 modo.
 somewhat, *adv.*, algo.
 son-in-law, *n.*, yerno.
 soothe, *reg. v.*, calmar.
 sordid, *a.*, mercenario.
 sorrow, *n.*, dolor.
 sorrow, *reg. v.*, sentir pena.
 sort, *n.*, suerte.
 soul, *n.*, alma.
 sound, *reg. v.*, sonar.
 sour, *a.*, agrio.
 source, *n.*, origen.
 sow, *irr. v.* (sowed, sown or
 sowed), sembrar.
 spar, *n.*, mástil.
 spare, *a.*, flaco, enjuto; dis-
 ponible, sobrante.
 speak, *irr. v.* (spoke,
 spoken), hablar.
 special, *a.*, especial.
 specie, *n.*, metálico, dinero.
 spectacles, *n. pl.*, espejuelas.
 spectator, *n.*, espectador.
 speech, *n.*, palabra; idioma.
 speechless, *a.*, callado.
 speed, *n.*, velocidad.
 speller, *n.*, el que deletrea.
 spend, *irr. v.* (spent, spent),
 gastar.
 spin, *irr. v.* (spun, spun),
 hilar.
 spirit, *n.*, espíritu.
 spite, *n.*, despecho, rencor:
 in spite of, á pesar de.
 splendid, *a.*, espléndido.
 splendor, *n.*, brillantez.
 split, *irr. v.* (split, split),
 partir.
 splutter, *reg. v.*, balbucear
 (de barullo).
 sponge, *n.*, esponja.
 spoon, *n.*, cuchara.
 spoonful, *n.*, cucharada.
 spread, *irr. v.* (spread,
 spread), extenderse.

- spring**, *n.*, manantial, fuente ; resorte ; la primavera.
spring, *irr. v.* (sprang, sprung), brincar.
spy, *n.*, espía.
staff, *n.*, palo ; asta de bandera.
stand, *irr. v.* (stood, stood), estar de pie : to stand for, representar.
stanza, *n.*, estrofa.
stare, *reg. v.*, encararse.
start, *reg. v.*, poner en marcha, empezar : to have the start, tener la delantera.
startle, *reg. v.*, espantar.
state, *n.*, estado.
statesman, *n.*, hombre de Estado.
station, *n.*, estación.
stature, *n.*, estatura.
steak, *n.*, filete, bíftek.
steal, *irr. v.* (stole, stolen), hurtar.
steamer, *n.*, buque de vapor.
steamship, *n.*, buque de vapor.
steel, *n.*, acero.
stem, *n.*, tallo.
step, *n.*, paso.
stern, *a.*, austero.
stern, *n.*, popa.
stick, *n.*, palo.
stick, *irr. v.* (stuck, stuck), hundir, clavar.
still, *adv.*, todavía.
sting, *irr. v.* (stung, stung), picar.
stocking, *n.*, media.
stool, *n.*, banquillo.
stoop, *n.*, caído (de hombros).
stoop, *reg. v.*, agacharse.
storm, *n.*, tempestad.
stormy, *a.*, tormentoso.
stout, *a.*, corpulento.
straight, *a.*, derecho.
stranger, *n., a.*, desconocido.
stray, *reg. v.*, estraviarse.
straw, *n.*, paja.
strength, *n.*, fuerza.
strike, *irr. v.* (struck, struck or stricken), golpear, pegar.
stroke, *n.*, golpe.
struggle, *n.*, esfuerzo, lucha.
struggle, *reg. v.*, luchar, forcejar.
student, *n.*, estudiante, discípulo.
sturdy, *a.*, robusto.
style, *n.*, estilo.
subject, *n.*, sujeto, tópico.
sublime, *a.*, —————
sub-marine, *a.*, —————

subsistence, *n.*, ———
 succeed, *reg. v.*, tener buen
 éxito; suceder.
 successful, *a.*, afortunado.
 suggest, *reg. v.*, sugerir.
 suit, *n.*, traje.
 sum, *n.*, total, suma.
 summit, *n.*, cima.
 supper, *n.*, cena.
 supplies, *n. pl.*, materiales.
 support, *n.*, sostén.
 support, *reg. v.*, sostener.
 suppose, *reg. v.*, suponer.
 sure, *a.*, seguro.
 surname, *n.*, apellido.
 surprise, *n.*, sorpresa.
 surroundings, *n. pl.*, alrededores.
 suspect, *reg. v.*, sospechar.
 suspicion, *n.*, sospecha.
 swallow, *reg. v.*, tragar.
 sway, *reg. v.*, oscilar.
 swear, *irr. v.* (swore, sworn),
 jurar.
 sweat, *n.*, sudor.
 sweep, *irr. v.* (swept, swept),
 barrer.
 sweet, *a.*, dulce, suave.
 swell, *reg. and irr. v.*
 (swelled, swelled or swollen),
 hinchar.
 swift, *a.*, rápido.

swim, *irr. v.* (swam, swum),
 nadar.
 swing, *irr. v.* (swung,
 swung), borrear, girar,
 columpiar.
 switch, *n.*, varilla.
 sword, *n.*, espada.
 syllable, *n.*, sílaba.
 sympathy, *n.*, simpatía.
 synonymous, *a.*, sinónimo.

T

table, *n.*, mesa; tabla.
 tail, *n.*, cola.
 tailor, *n.*, sastre.
 take, *irr. v.* (took, taken),
 tomar.
 talkative, *a.*, garrulo.
 tan, *n.*, casca; color de
 canela.
 task, *n.*, tarea.
 taste, *n.*, gusto.
 taunt, *reg. v.*, vituperar.
 tea, *n.*, te.
 teach, *irr. v.* (taught,
 taught), enseñar.
 teaspoon, *n.*, cucharita.
 teapot, *n.*, tetera.
 tear, *irr. v.* (tore, torn),
 romper.
 tear, *n.*, lágrima.
 telegraph, *n.*, ———

- telegraphic, *a.*, ———
 telephone, *n.*, ———
 tell, *irr. v.* (told, told), decir.
 temper, *n.*, disposición.
 temperate, *a.*, templado.
 temperature, *n.*, ———
 templed, *part.*, cubierto de iglesias.
 tent, *n.*, tienda de campaña.
 term, *n.*, término.
 terrible, *a.*, ———
 testimony, *n.*, ———
 thankfulness, *n.*, gratitud.
 thanks, *n. pl.*, gracias.
 therefore, *adv.*, por eso.
 thermometer, *n.*, ———
 thick, *a.*, espeso, corpulento.
 thin, *a.*, delgado.
 think, *irr. v.* (thought, thought), pensar.
 thirst, *n.*, sed.
 thirsty, *a.*, sediento.
 thought, *n.*, pensamiento.
 thoughtful, *a.*, atento.
 thrill, *reg. v.*, causar una emoción alta.
 throat, *n.*, garganta.
 throughout, *adv.*, en todas partes.
 throw, *irr. v.* (threw, thrown), echar.
 thunder, *n.*, trueno.
 tick, *n.*, tic tac.
 ticket, *n.*, billete.
 ticking, *n.*, tic tac.
 tie, *n.*, lazo.
 tight, *a.*, ajustado.
 tighten, *reg. v.*, comprimir.
 title, *n.*, título.
 toil, *n.*, labor, afán.
 tone, *n.*, tono, acento.
 tongue, *n.*, lengua.
 tour, *n.*, viaje de ida y vuelta.
 trace, *reg. v.*, trazar.
 track, *n.*, curso; vía.
 trade, *n.*, oficio.
 traditional, *a.*, ———
 trail, *reg. v.*, arrastrar.
 train, *n.*, cola; tren.
 training, *n.*, enseñanza.
 tranquil, *a.*, ———
 transact, *reg. v.*, hacer, ejecutar.
 trash, *n.*, basura.
 tread, *irr. v.* (trod, trodden or trod), pisotear.
 treasury, *n.*, tesoro.
 treat, *reg. v.*, tratar.
 tress, *n.*, trenza.
 trial, *n.*, aflicción; ensayo; juicio.
 trim, *reg. v.*, adornar.
 trip, *n.*, viaje.
 triplet, *n.*, terceto.

triumph, *n.*, triunfo.
 trochaic, *a.*, ———
 trochee, *n.*, ———
 troop, *n.*, tropa.
 trouble, *n.*, molestia.
 trousers, *n. pl.*, pantalones.
 troy, *n., a.*, sistema de pesos.
 trust, *n.*, confianza, fe.
 trust, *reg. v.*, confiar.
 truth, *n.*, verdad.
 truthfully, *adv.*, con verdad.
 tube, *n.*, tubo.
 tuft, *n.*, penacho, copete.
 tune, *reg. v.*, entonar.
 turnip, *n.*, nabo.
 turn, *reg. v.*, volver: to turn
 into, transformar.
 twin, *n., a.*, gemelo.

U

ugliness, *n.*, fealdad.
 ugly, *a.*, feo.
 unable, *a.*, impotente: to be
 unable, no poder.
 unaccented, *a.*, sin acento.
 unattractive, *a.*, poco
 atractivo.
 uncertain, *a.*, dudoso.
 uncle, *n.*, tío.
 uncomfortable, *a.*, desagra-
 dable.
 unconquerable, *a.*, invencible.

undergo, *irr. v.* (underwent,
 undergone), padecer.
 understand, *irr. v.* (under-
 stood, understood), en-
 tender.
 undertake, *irr. v.* (undertook,
 undertaken), emprender.
 undoubtedly, *adv.*, sin duda.
 uneasy, *a.*, inquieto.
 unexpected, *a.*, inesperado.
 unfamiliar, *a.*, poco familiar.
 unit, *n.*, unidad.
 universal, *a.*, ———
 universally, *adv.*, ———
 unknown, *a.*, desconocido.
 unlock, *reg. v.*, abrir una
 cerradura.
 unquenchable, *a.*, inextingui-
 ble.
 unpleasant, *a.*, desagradable.
 unskilled, *a.*, inexperto.
 untouched, *part.*, intacto.
 unusually, *adv.*, inusitada-
 mente, raramente.
 unwelcome, *a.*, mal recibido.
 upright, *a.*, derecho, vertical.
 urge, *reg. v.*, estimular.
 useless, *a.*, inútil.
 usual, *a.*, ———
 utter, *reg. v.*, pronunciar.

V

vacation, *n.*, ———
 vain, *n.*, vano.

value, *n.*, valor.
 vanity, *n.*, vanidad.
 vanquished, *part.*, vencido.
 various, *a.*, ———
 vase, *n.*, ———
 vast, *a.*, ———
 vaulted, *a.*, arqueado.
 vegetable, *n., a.*, vegetal.
 venerable, *a.*, ———
 ventilation, *n.*, ———
 versification, *n.*, ———
 vessel, *n.*, navio; vasija.
 vest, *n.*, chaleco.
 victory, *n.*, ———
 view, *n.*, vista.
 vigorous, *a.*, ———
 village, *n., a.*, aldea.
 violin, *n.*, ———
 virtue, *n.*, virtud.
 visible, *a.*, ———
 vision, *n.*, ———
 visitor, *n.*, visitador.
 vocabulary, *n.*, ———
 volunteer, *reg. v.*, ofrecerse
 voluntariamente á hacer
 algo.
 vowel, *n.*, vocal.

W

wag, *reg. v.*, oscilar.
 waist, *n.*, blusa.
 waistcoat, *n.*, chaleco.
 wait, *reg. v.*, esperar.

wake, *irr. v.* (woke, woke:
 también *reg.*), despertar.
 wampum, *n.*, antiguo dinero
 de los indios.
 want, *n.*, falta; pobreza.
 want, *reg. v.*, necesitar.
 wares, *n. pl.*, mercancías.
 waste, *reg. v.*, malgastar.
 watch, *reg. v.*, mirar.
 wave, *reg. v.*, ondear.
 wear, *irr. v.* (wore, worn),
 llevar, usar.
 weary, *a.*, fatigado.
 weary, *reg. v.*, fatigar.
 weather, *n.*, tiempo.
 wedding, *n.*, nupcias.
 weed, *n.*, mala hierba.
 weekly, *a.*, semanal.
 weep, *irr. v.* (wept, wept),
 llorar.
 weigh, *reg. v.*, pesar.
 weight, *n.*, peso.
 welcome, *n., a.*, bien venido.
 well, *n.*, pozo.
 well, *a.*, bueno; *adv.*, bien:
 well-formed, bien form-
 ado.
 Welsh, *a.*, de Gáles.
 westward, *adv.*, hacia el
 oeste.
 whate'er (whatever), *pron.*,
 todo lo que.
 wheel, *n.*, ruedo.

whence, *adv.*, de donde.
wherefore, *adv.*, el por que.
wherein, *adv.*, en donde, en que.
wherever, *adv.*, dondequiera que.
whether, *conj.*, sea, ya.
whip, *reg. v.*, azotar.
whipping, *n.*, azotamiento.
whirling, *part.*, girando.
whisper, *reg. v.*, cuchuchear.
whistle, *n.*, silbido.
wholesale, *a.*, al por mayor.
wholly, *adv.*, totalmente.
widen, *reg. v.*, ensanchar.
width, *n.*, ancho.
wielder, *n.*, el que maneja.
wild, *a.*, salvaje.
win, *irr. v.* (won, won), ganar, vencer.
wind, *irr. v.* (wound, wound), enrollar.
wing, *n.*, ala.
wire, *reg. v.*, telegrafiar.
wireless, *a.*, sin hilo.
wisely, *adv.*, sabiamente.
wit, *n.*, ingenio, sal.
witness, *n.*, testigo.
witness-stand, *n.*, banco de testigo.

wonder, *n.*, inaravilla, asombro.
wood, *n.*, leña.
woods, *n. pl.*, bosque.
wool, *n.*, lana.
work, *reg. v.*, trabajar, formar: wrought, *irr. part.*, forjado.
works, *n. pl.*, máquina.
worth, *n.*, valor: to be worth, valer.
wound, *reg. v.*, heridar.
worthless, *a.*, sin valor.
worthy, *a.*, digno.
wring, *irr. v.* (wrung, wrung), retorcer, exprimir.
write, *irr. v.* (wrote, written), escribir.
wrought, *vea (work.)*

Y

yam, *n.*, yama.
yearly, *a.*, anual.
yeoman, *n., a.*, campesino.
youth, *n.*, juventud.
youthful, *a.*, juvenil.

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